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## **TEACHING WRITING USING PICTURE STORIES AS TOOLS AT THE HIGH SCHOOL LEVEL: THE MOVEMENT FROM OTHER REGULATION TO SELF REGULATION**

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Movement from Other Regulation to Self-Regulation – M.Phil. Dissertation***

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OTHER REGULATION TO SELF REGULATION**

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Dedicated to:

**Amma, Nana and Chinni**

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Statement of the Problem

The purpose of this study is to help ESL learners at the High School level in regional medium schools of Andhra Pradesh to improve their writing skill in English through strategic use of picture stories. The poor proficiency level of these learners in English in general and in writing skill in particular poses a serious problem for their educational advancement, career choices and employment opportunities. Given the importance of English in the contemporary world, proficiency in English has become almost a prerequisite for a successful career. But, what has been noticed in rural Andhra Pradesh both at the school and college level, where the medium of instruction is mother tongue (L1), is that the basic standard of learners in English is not upto the expected level. On an average, their achievement level is a matter of concern, more so in terms of writing skill. The present study , therefore, is an attempt at assessing the learners' ESL writing skill at the class IX level and then to apply picture story writing as an innovative teaching strategy to find out if there is expected improvement in their writing performance or otherwise. The decision to use picture story writing as a tool is a deliberate choice because there has been sufficient argument that ESL teachers of writing can find a valuable resource in pictures to improve the learners' writing skill (L.A. Hill: Language in India [www.languageinindia.com](http://www.languageinindia.com)

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1982; Andrew Wright: 1989; Melinda Y. Small, Suzanne B. Lovett, and Martha S.Scher: 1993).

This chapter begins by discussing the importance of English in global context, followed by the importance and status of English in India. The ELT situation at the school level in rural India is briefly discussed. This chapter also contains the research hypothesis, the assumptions on which the study is based, the significance and scope of the study. Finally, a brief outline of the dissertation is also presented in the form of chapterization.

## **1.1 Importance of English in the Global Context**

According to David Crystal, English is the language ‘on which the sun never sets’ (1997: 67). The demographic spread of English is indeed phenomenal today as English is being used in most of the countries in the world. It is performing a variety of functions in different parts of the world ranging from mother tongue to link language. The fields of science and technology, industry and commerce, travel, entertainment and globalization in different walks of human life have accelerated the spread and use of English. If the twenty first century is dominated by technology, it is equally dominated by the English language. “The numbers of South Asian users of English now exceed the combined population of the inner Circle of English – the United States, the United Kingdom, Canada, Australia and New Zealand. The Asian continent, particularly South Asia and Language in India [www.languageinindia.com](http://www.languageinindia.com)

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China, have altered the international profile of world Englishes” (Kachru et al 2008: 7). The people all over the world have come to depend on English for their economic and social well-being. Accordingly, English Language Teaching and Learning has got more attention than any other language learning. In this regard, Kachru mentions:

Just a few centuries ago, English was spoken by just five to seven million people on one, relatively small island, and the language consisted of dialects spoken by monolinguals. Today there are more non-native users of English, and English has become the linguistic key used for opening borders: it is a global medium with local identities and messages (1996: 11).

The most important reason for the success of English, according to Kachru is naturally the historical role of England as a colonial power. He also lists some other reasons for the dominance of English around the world:

it’s propensity for acquiring new identities, it’s power of assimilation, it’s adaptability to “decolonization” as a language, and it’s provision of a flexible medium for literary and other types of creativity across languages and cultures (1987:122).

In the contemporary computer age, English is a passport for better career. It plays a very significant role in international domains such as politics, media and communication, education, business, advertising, broadcasting, motion pictures and transport. It is the dominant world language of science and technology. No otherworld language – Spanish, Chinese, French, Russian can be compared to the position occupied by English as an international language.

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English is important because it has become the ‘linguistic tool’ permeating into every walk of human life. People all over the world depend on English for their well-being. English is learnt everywhere because people have found out that it is the entry card for better career, better pay package, advanced knowledge and for communication with the entire world.

With the growing impact of globalization and privatization, English has become a window to the world, as it is creating more and more opportunities in every field of life. English is the global lingua franca as it is connecting different people from all over the world, different cultures, languages and political and economic issues in our day-to-day lives.

In this age of information and technology, as we are constantly bombarded by information, English as the major medium gives access to update information. It is playing a ‘working role’ in all parts of the world, as its necessity is being felt by all people in their lives. Therefore, there is a massive burgeoning in the number of people learning English. According to Graddol (2006), the number of people learning English is likely to reach a peak of around two billion in the next 10-15 years. As the internet is growing explosively, English is instrumental in keeping us on par with it. It is emerging as a first rank language as it has affected all aspects of human society

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## 1.2 Importance and Status of English in India

Keeping in view the worldwide recognition being given to English, the Indian Government has been formulating various policies to promote the use and spread of English. Though Hindi is the national language of India, English remains as a national lingua franca to a greater degree.

India has had a longer exposure to English than any other country in the world. English has a definite place in the curriculum of Indian schools, colleges and universities. In fact, the teaching of English in India as a second / third language has been accepted widely. English serves as a linguistic tool for administrative cohesiveness in the country, causing people who speak different languages to become united and thus it serves as a language of wider communication. The English language is a tie that helps to bind the many segments of the society together. It is also a linguistic bridge between the major countries of the world and India.

English has a special national status in India, because it has a place in the parliament, judiciary, broadcasting, journalism and in the education system. In the field of education, English functions as a language for dissemination of knowledge. Information in every field, be it humanities, science, commerce or technology, is readily

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available in English. Therefore, English language learning has become necessary for all Indian rural learners.

The importance of speaking and writing in English has recently increased significantly because English has become popular for business, commerce and cultural transaction and especially for internet communications throughout the world. With the growing technology and outsourcing, proficiency in English has indeed become the essential criterion for acquiring a job. The prevailing view in India seems to be that unless students learn English, they can only work in limited job sectors. Those who do not have basic knowledge of English cannot obtain good fetching jobs. Men and women, who cannot comprehend and interpret English, are unemployed even if they are well educated. It cannot be denied the fact that for those who realize that learning English is the necessity have plenty of job opportunities today.

Considering all these factors, ELT in India is becoming a thriving and lucrative business where private expensive English medium schools exist side by side with almost free regional medium schools maintained by the Government or local bodies. If the British taught English for administrative convenience to a minority, ELT is taught today in India as the language for social and economic upliftment towards global modernization. Ironically, though Hindi is the national language there are more English schools than Hindi medium schools. The English medium schools may opt for the

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regional language as the second language in place of Hindi but in the Hindi medium schools, English is at least taught as a subject.

So, the relevance of ELT to the Indian educational scenario cannot be ignored. Since English is the most important language for education, many schools and institutions have developed various ELT programmes with many new institutions of ELT cropping up every year. With its importance being realized, research in ELT is expanding. ELT has thus become a powerful tool that can lead the country towards a highly developed state.

The Indian society is developing multi-dimensionally; so it is important for every Indian to have some proficiency in English. The impact of English is not only continuing but also increasing, because in the English speaking world, India has a unique position. A decade ago, the United States of America was the country with the largest English speaking population. Today, India has over taken it. Therefore, definitely, a change will be remarkable in the future. Thus, a positive attitude to English as a national language is essential for the Indian society.

Due to this quantum increase in the number of schools and colleges and the enrollment of students, the number of students learning English has increased manifold. This has resulted in the problem of having incompetent teachers of English, which lowers the standard of learners.

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### 1.3 The ELT Situation in Rural India

English has been introduced as a compulsory second language from primary level onwards for students of regional medium schools, which has contributed to Bilingual education.

English medium education being costly is not within the reach of the most of the learners studying in Government schools in rural India and as a result, only the private educational institutions offer English medium education. So, learners from the lower strata of the society are forced to go to Government schools, where regional medium education with English as a second or third language is the only option.

Learners who come from regional medium schools lack required exposure to English language. These learners do not have a motivating and supporting environment to learn English. For these learners, the only opportunity to learn English is the classroom atmosphere. Various other factors such as poor economic background, illiterate parents, lack of resources, etc. contribute to the learners' poor ESL environment in rural areas.

With the various policies of the government, the situation seems improving, but still a lot has to be done to facilitate the English learning environment in the regional

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medium schools of India. In order to become proficient in English, the four language skills (LSRW) are very important, so adequate help and guidance is inevitable to improve the language skills of learners of English as a second language.

## **1.4 Background**

Teaching language as an activity is important especially where learners lack the expected writing proficiency. In Andhra Pradesh, it has been observed that many ESL learners at class IX level, especially those from regional medium schools do not have the required writing proficiency. This could be because of several factors such as inadequate writing practice in the classroom, poor vocabulary, examination oriented writing, teacher-dictated writing, lack of exposure to English, lack of a homogenous English speaking community, limited reading habits and so on.

In spite of learning English for about four to five years and still being unable to write a paragraph correctly and coherently calls for an investigation. It has been noticed that a large percentage of failures from regional medium schools in class X public examination occurs especially due to poor performance in English.

Though English is the second language for these learners, they do not get enough help to improve their proficiency in English. It is not surprising to see English lessons are

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being taught in Telugu. In addition to this, learning English is rote-based and does not focus on real knowledge of the language. It was understood by informal chats with the students that they think English is the most difficult subject than other subjects like mathematics and science.

Poor proficiency in English does not only affect the performance and grades of these learners in class X public examination, but also affects their career and further education. After class X, learners are in confusion and under a dilemma about making plans for higher education as they lack proficiency in English. Sometimes they are forced to opt for vocational courses like ITI, Polytechnic etc, which lowers the self-esteem and confidence levels of these learners. Therefore, there is an extreme need to help these learners improve their academic writing skill in English language.

## **1.5 Hypothesis/ Assumptions of the Study**

The following are the hypothesis and assumptions of the study:

- There would be basic problems with writing.

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- Learners may be used to teacher dictated writing and may not perform well in the pre-test, (picture story task).
- Pictures would stimulate learners to write.
- Since L1 is at the learners' disposal, L1 tasks may be easier than L2 tasks.
- Learners may have cohesion and coherence problems in writing.
- Writing practice in the form of picture story tasks would improve the learners' writing skill.

## 1.6 The Research Problem

The need for the present research, 'Teaching Writing Using Picture Stories as Tools at the High School Level: The Movement from Other Regulation to Self Regulation', emerges from the researcher's B. Ed Project in which it was noticed that learners in regional medium schools struggle to write in English. It was observed that the only kind of writing these learners are used to is copying notes from the blackboard or guide books or taking down teacher dictated notes with numerous errors.

The researcher's objective is to identify the learners' areas of difficulty in writing and help them to improve. In order to help these learners, the researcher used picture stories to teach writing and observe if it improved their performance level.

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## 1.7 Relevance of the Study

Considering the vital importance of writing skill in ESL studies, it is highly desirable that learners of English in our schools and colleges have the required level of proficiency in this field. However, the glaring truth is that majority of students at High School level in vernacular medium schools through out the country have a very poor proficiency level in writing. This has been studied and recorded by many research scholars from various parts of the country. With respect to Andhra Pradesh, this is a known fact that the learners of regional medium schools are in a pathetic condition in terms of writing in English. The researcher has first hand experience of the existing situation, from a project undertaken and completed as a part of her B.Ed practical assignment. The findings of the said study brought to the fore the fact that in spite of good syllabus and learning materials, the students are deplorably deficient in English in general and writing skill in particular. Therefore, this study aims at improving the writing skill of learners in vernacular medium schools through some strategic teaching procedure. The strategy will be in the form of using pictures as tools to stimulate the creative and imaginative faculties of the learners thereby activating their language use potential. Such a study is justified in the sense that innovative pedagogical practice for teaching writing will increase the interest and motivation level of the learners and maximize the rate of learning which will ultimately lead them to self-directed learning.

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## 1.8 Scope of the Study

The study attempts to teach writing in L2 at class IX level in order to help learners improve their overall proficiency in English in general and writing in particular for academic progress. The High School level is the most important stage for students because this is like the foundational stage of their future, when their overall academic ability is strengthened.

Picture stories will be selected and used as tools to stimulate the learners' thinking faculty and provide a context for writing. Picture stories, reading cards, story books, and picture cards will be used as learning material in the course of the study. Vocabulary, tenses, linkers, paragraph writing will also be taught in the process of teaching writing. Nevertheless, the study will limit itself to use only one kind of strategy to improve writing, the strategy being 'picture story writing'. Other aspects of writing will be taught through picture story writing. For this purpose classroom tasks, activities, language games will be selected, all in the form of picture stories. Suitable teaching techniques with extensive use of the blackboard will be done to meet the learners' requirements. The study will adopt the qualitative methodology to analyze the obtained data. The study will be restricted to the learners of one particular school, who are predominantly from rural background.

## 1.9 Chapterization

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The findings of the study will be presented in the form of following chapters:

Chapter-I --- Introduction

Chapter-II --- Writing as a skill and its various aspects

Chapter-III --- Review of related literature and the theoretical framework of the study

Chapter-IV --- Research design

Chapter-V --- Data analysis and interpretation

Chapter- VI --- Conclusion

This will be followed by a Bibliography and Appendices.

## **1.10 Overview of the Chapter**

In this chapter, the importance of English in the global and Indian context and the ELT situation in rural India is discussed. The background to the study, the research problem, the hypothesis/ assumptions of the study, the research problem, the relevance and scope of the study are also discussed followed by chapterization.

In the following chapter, writing as a skill, its characteristics, importance, and different approaches to writing, kinds and forms of writing will be described. A note on picture writing and the uses of pictures in the ESL classroom will be listed.

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# CHAPTER TWO

## WRITING

### 2.0 Introduction

This chapter begins with a note on writing followed by the importance of writing. Then, writing as a complex skill and its characteristics are stated followed by a discussion on different approaches to writing and different kinds of writing. A brief note on picture writing and its importance is also discussed.

### 2.1 Writing

Like speaking, writing is a productive skill. It involves producing language rather than receiving it. Writing involves communicating a message. In order to write, we need to form letters and words, join these together to make words, sentences or a series of sentences that link together to communicate a message.

Learning to write in a second language is not merely learning to put down on paper the conventional symbols of the writing system that represents the utterances one has in mind, but it is also purposeful selection and organization of ideas, facts and experiences. In other words, writing is a thinking process and is much more than just

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copying. Writing aims at compactness and precision in expression as well as grammatical, idiomatic and orthographic accuracy. Therefore, learning to write involves learning to use grammar with ease and present facts in a sequential order.

Writing is required to communicate with other people, to understand them, talk to them, read what others have written and to write to them. The sub skills of writing are planning, forming letters, punctuating correctly, linking, using the appropriate layout, paragraphing and so on.

Writing involves going through a number of stages, some of which are given below:

- brainstorming (thinking of everything we can about the topic).
- making notes.
- planning (organizing our ideas).
- writing a draft (a piece of writing that is not yet finished, and may be changed).
- editing (correcting and improving the text).
- producing another draft.
- proof reading (checking for mistakes).

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It is important to have a message and the ability to communicate it successfully to other people, in writing. In order to do this, one should have enough ideas, ability to organize them well and express them in an appropriate style.

## **2.2 Defining Writing**

Writing is a skill, and like other skills, it has to be acquired. Writing is important to convey ideas, give instructions, share and preserve knowledge and so on. Although writing is very important, in most cases, it is never considered as an important skill. Writing is not just about using correct spelling, organizing words and ideas and following grammar, it is much more than that. Widdowson (1978) describes writing as the use of the visual medium to manifest the graphological and grammatical system of the language. Flower (1985) in an interesting comment on the skills of reading and writing describes 'reading' as the transferring of 'symbol' into 'thought' and 'writing' as the transferring of 'thought' into 'symbol'.

Lindemann (1987) calls writing an economic power because it creates impressions, adverse or otherwise, in one's professional field. In addition, it is a social necessity because it is an established form of communication. No transaction is considered official until it is done in writing. According to Irmscher (1979), writing is important for personal development because it requires concentration, focus and

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discipline to represent thoughts in a graphic form. Sommer (1989) says, “Writing is a way of learning other subjects; it can be used in every discipline as a strategy for teaching and learning”.

In the words of Byrne (1979), writing comprises the use of graphic symbols or letters to form words which are arranged in a particular order and linked together to form sentences. It is essentially a reflective activity that requires enough time to think about the topic area and to organize background knowledge. So, writing practice is extremely important.

Murray (1973) says that writing is a skill which is important (in college and after college) in a complex and changing society. More people are needed who can write, who can order, communicate information and experience. Writing for many students is the skill which can unlock the language arts.

In Peacock’s (1986) view, writing is a struggle to compose ideas in the head and construct a visible and tangible form out of the models and images that are stored and organized in the mind. In this regard, Raimes (1984) opines that teaching writing helps to reinforce the grammatical structures, idioms, vocabulary, etc., which are taught to learners. Teaching writing also helps the learners to be adventurous and creative.

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Hedge (1988) feels that writing is not just the act of planning everything ahead of time and then putting it on paper, but a means for thinking, a method of developing ideas and fleshing them out on paper. Writing is not just communicating a message by putting it on paper, but it is a means to think effectively, use words, improve ideas etc.

### **2.3 The Importance of Writing**

Bacon (1989) rightly said, “Reading makes a full man, conference a ready man, and writing an exact man”. Writing is an important medium and it is used for different purposes. Writing performs many functions in a person’s day to day life in different areas like academic, official, media, social, cultural and personal settings.

Communication to a major extent is carried on through the medium of writing – personal correspondence, telegrams, circulars, reports, memos, minutes of meetings, instructions, email messages, assessment reports, project reports etc. Knowing writing is important to access journals, magazines, books, bills, letters, etc.

With the growing importance of English, the need to learn to write in English for academic and occupational purposes is increasing. In the field of education, writing plays a dominant role for writing projects, assignments, examinations etc. In the Indian educational system, assessing academic abilities is closely linked with proficiency in writing. In fact, writing is the only medium through which learners are assessed formally

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in schools, colleges and universities. Written tests are administered, even for job placements. Writing virtually has become the tool for survival today. Certain jobs related to writing (content writing, technical writing, editing, etc) are the highly paid jobs in India today.

Writing also involves the reinforcement of other language skills like reading, grammar, vocabulary as they are employed in the act of writing. Reading for additional information strengthens writing skills. Reading for specific purposes strengthens vocabulary. Focusing on teaching writing is important to facilitate all the needs of the learners inside the classroom as well as in their day-to-day life. Hence, writing is an important linguistic skill.

## **2.4 Writing as a Complex Skill**

Writing requires a complex mental effort, since writers have to concentrate both on the meaning and on the production of ideas. It is a complex act because it is a solitary act. Harold Rosen (1972) in Tricia Hedge (1988: 5) says, “The writer is a lonely figure cut off from the stimulus and corrections of listeners. He must be a predictor of reactions and act on his predictions. He writes with one hand tied behind his back, being robbed of gesture. He is robbed too off the tone, of his voice and the aid of clues the environment provides. He is condemned to monologue, there is no one to help out, to fill the silences,

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put word in his mouth or make encouraging noises”. Hence, we can see how a writer suffers when he cannot avail all the devices, a speaker has access to.

Learning to write is not just a natural extension of learning to speak a language. Therefore, the two processes, speaking and writing are not identical, though they are productive skills. The diagram on the next page shows the process involved in order to produce an effective piece of writing.

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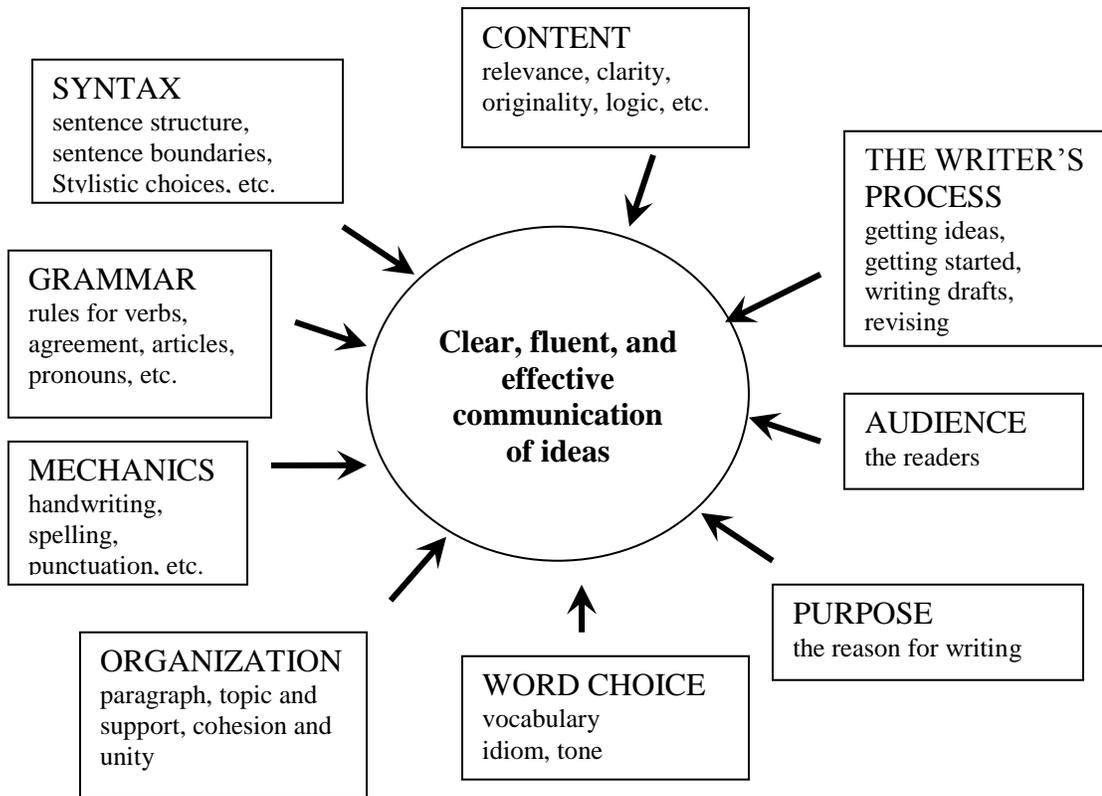
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**Figure: 1 Producing a Piece of Writing**



**- Raimes (1983: 6)**

## 2.4.1 Characteristics of Writing

The following are the characteristics of writing according to Robert Barrass (2005).

**Table: 1 Characteristics of Writing**

<b>Characteristics of your writing</b>	<b>Impression created</b>
<i>(a) Desirable</i>	<i>Favourable</i>
Clearly expressed	Clear thinking
Spelling correct	Well educated
Punctuation and grammar good	Competent
Well presented	Well organized
Helpful	Considerate
<i>(b) Undesirable</i>	<i>Unfavourable</i>
Badly expressed	Inconsiderate
Spelling poor	Lazy
Punctuation and grammar poor	Careless
Badly presented	Incompetent
Handwriting illegible	Inconsiderate

- Robert Barrass (2005).

The following are the essential characteristics of a good piece of writing:

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**Explanation:** The purpose of writing should be made clear. The title should be explained clearly. So writing should be informative.

**Order:** A good piece of writing should be broken into separate steps, with each step distinct and arranged in the right order. Ideas should flow in an order to help the reader to comprehend the text.

**Clarity:** Each stage of writing should be complete and carefully constructed. Unambiguous sentences lead to confusion and misunderstanding. So, clarity is essential.

**Relevance:** Only the information needed to complete the task should be provided. Material relevant to the title or question should be included.

**Simplicity:** Unnecessary words and bombastic language could be confusing. Therefore, simplicity in writing is essential.

**Completeness:** If an essential idea is omitted, meaning-making becomes difficult. Careful attention is necessary to produce a clear and complete piece of writing.

**Accuracy:** A good piece of writing should help the reader by conveying information and ideas clearly and pleurably, without mistakes. Sufficient explanation, the orderly presentation, simplicity and completeness contribute to accuracy in writing.

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The table below shows the characteristics of a good piece of writing:

**Table: 2 Characteristics of Scholarly Writing**

<i>Characteristic</i>	<i>Explanation</i>
accuracy* appropriateness balance	to the subject, to the reader, and to the occasion showing an awareness of all sides of a question; maintaining a sense of proportion
clarity* completeness* consistency	in the use of numbers, names, abbreviations, spelling, punctuation, etc.
control	paying careful attention to arrangement, presentation and timing – so as to affect the reader in a chosen way
explanation* impartiality interest objectivity	unbiased by preconceived ideas holding the reader's attention with all conclusions based on evidence, not on unsupported opinion
order* originality* persuasiveness precision	convincing the reader by evidence and argument exact definition supported, as appropriate, by counting or by accurate measurement
relevance* simplicity* sincerity unity	with no irrelevant material the quality of frankness, honesty the quality of wholeness, coherence

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## **2.5 Approaches to Teaching Writing – an Overview**

Writing is a motor mechanical skill. It is similar to the skill of learning to hold a pencil, but requires a conscious effort. In the mid 1970's various approaches to teaching writing were developed. They are the control-to-free approach, the free writing approach, the paragraph pattern approach, the grammar-syntax-organization approach, the communicative approach, the product approach and the process approach. They are discussed in detail below.

### **2.5.1 The Control - to - Free Approach**

The Control - to - Free Approach to writing is sequential. In this approach, learners are first given sentence exercises, then paragraphs to copy. Learners work on the given material and perform strictly prescribed operations. So learners' writing is controlled to a great extent in this approach leading to limited opportunity to make mistakes. High intermediate or advanced levels of proficiency learners are given free compositions, where they express their own ideas. This approach stresses three features of the diagram in 2.4 – grammar, syntax and mechanics. Therefore, this approach gives importance to accuracy rather than fluency or originality.

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## **2.5.2 The Free Writing Approach**

This approach emphasizes learners to put fluency and content first, rather than worrying about form. According to this approach, once ideas are down on the page, grammatical accuracy, organization and the rest will gradually follow. This approach is useful to emphasize fluency in the ESL classroom.

## **2.5.3 The Paragraph Pattern Approach**

Instead of accuracy of grammar or fluency of content, the Paragraph Pattern Approach stresses on organization. In this approach learners are given tasks like putting scrambled sentences into paragraph order, identifying general and specific statements, choosing an appropriate topic sentence etc. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways.

## **2.5.4 The Grammar – Syntax – Organization Approach**

This approach stresses the need to work simultaneously on more than one of the features in the diagram in 2.4. This approach believes that writing is not composed of separate skills which are learned one by one. So, this approach focuses on devising

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writing tasks that lead students to pay attention to organization, while they also work on the necessary grammar and syntax. Hence, in this approach the purpose of a piece of writing is linked to the forms that are needed to convey the message.

### **2.5.5 The Communicative Approach**

This approach stresses the purpose of a piece of writing and the audience for it. This approach is a vast improvement on the previous methods. According to this approach writing should be taught as a real communicative act with the writer purportedly writing for a real audience. This approach involves the setting of purposeful, meaningful tasks. Activities in this approach include information gap exercises through language games, role play, group work, pair work, etc.

### **2.5.6 The Product Approach**

The Product Approach gives importance to writing as a finished product. According to this approach, the ends have to be laid out with great care because this approach believes that ends have a great bearing on the means. Objectives are realized in the form of content in this approach. The end product is given more importance rather than the number of stages involved in the thinking process of producing the text.

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## 2.5.7 The Process Approach

This approach gives emphasis to the process of writing. According to this approach, learners explore a topic through writing, showing the teacher and each other their drafts and using what they write to read over, think about and move them on to new ideas. This approach believes that good education should be open-ended and experimental as each classroom is a laboratory. It encourages teachers to try out different approaches and find what works best. The cognitive act involved in the process of writing is emphasized in this approach.

## 2.6 Kinds of Writing

The different kinds or types of writing are as follows:

- a) Descriptive - of objects, people, events, processes, institutions, arguments, etc.
- b) Narrative - sequencing of events and happenings
- c) Expository - giving an expose of a subject, setting it out for view - with definition, classification, examples etc.
- d) Argumentative - taking a point of view and supporting it

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- e) Reflective - looking back on issues, events, activities and people and seeing how your opinions change.
- f) Persuasive - getting readers to change their views
- g) Interpretative - giving the writer's perspective on an issue.

Descriptive, narrative and expository kinds of writing are easier than argumentative and persuasive writing.

## **2.7 Forms of Writing**

The different forms of writing are letter writing, essay writing, summary writing, paragraph writing, journal writing, story writing, picture writing, etc.

### **2.7.1 Summary Writing**

A summary is a brief account that contains the main points of a text. In a summary, first, the most important ideas are put, and then all the main ideas come in a logical order.

### **2.7.2 Essay Writing**

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An essay is a short literary composition on a particular theme or subject usually in prose and generally analytic.

### **2.7.3 Paragraph Writing**

A paragraph is a write up on a short subject. It is a group of sentences that tell you about one idea. A good paragraph includes a topic sentence and detail sentences in a logical order.

### **2.7.4 Journal Writing**

Journal writing involves keeping a record of things that happened in your life. A journal can also have poems and stories that are collected or written.

### **2.7.5 Poetry Writing**

Poetry is formed by sounds and syllables combined in distinctive and sometimes rhythmic ways.

### **2.7.6 Letter Writing**

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Letter writing is an art. A well written letter is clear, simple and short. Letters are directly addressed to readers.

### **2.7.7 Story Writing**

Story writing is a narration of an incident, a place, an imaginary character etc. A good story has a clear theme, characters, short time span, word count, a narrow subject line etc.

### **2.7.8 Picture Writing**

Pictures are valuable resources in the ESL classroom. Drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts and maps contribute a lot to learning, specially writing in the ESL classroom. Pictures are valuable as they help to generate common vocabulary and common language forms. In addition, a single picture can be used for a range of activities like controlled compositions, sentence combining exercises, writing of dialogues, letters, reports, stories, essays etc. According to Ann Raimes (1984), a whole series of connected activities can be generated from the source of one picture.

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The Communicative Approach to language teaching demands the learners' use of language in the classroom meaningfully. In order to increase learner's motivation and use of language, and their involvement in learning, activities like group work, pair work, language games, information gap activities etc, can be organized based on picture writing.

Humanistic approaches to learning stress on the centrality and independence of the learner. Maslow's theory (1943) states that unless you enjoy what you are doing, you cannot succeed. Therefore, in order to involve learners in the process of learning and to give them hands on experience of learning, materials / resources like pictures, charts, maps etc should be used in the classroom. Hence, pictures are of great use in the language learning classroom. The uses of pictures are discussed in detail in the next section.

### **2.7.9 The Use of Pictures in the ESL Classroom**

All ESL writing teachers can find a valuable resource in pictures. The following are the uses of pictures in the ESL classroom:

- Pictures provide a shared experience for students in the class.
- As everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention.

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- Pictures bring the outside world into the classroom in a vivid and concrete way.
- Pictures generate interest for students in the classroom.
- Many types of pictures can generate whole class discussion, leading to writing.
- Group work with pictures provides a real communicative task to learners.
- Pictures broaden the imagination to visualize and be creative.
- Pictures stimulate learners to make inferences, predictions and suppositions about the world beyond the picture and the classroom.
- Sequences of pictures help learners to organize the text, where cohesion and coherence are easily learnt.
- Pictures are useful to generate vocabulary and a number of ideas.
- Pictures reduce the cognitive burden by providing a context, thereby giving many opportunities for the use of linguistic ability.
- Pictures serve as a major source of motivation in the classroom.

According to Ms.Alka Macwan, the following are the simple ways of using pictures for English language teaching:

- Pictures of people to describe their physical features and appearance.
- Pictures of rooms for prepositions.

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- Pictures of different places to teach vocabulary.
- Pictures of actions to practice verb tenses.

Interestingly, Ms. Alka Macwan states that with little more imagination, pictures can be used in many more teaching situations. Some tasks, exercises, activities can be designed. Creativity, thinking ability of the students can be encouraged and maximum involvement of the students can be ensured. Therefore, writing is an important skill, which requires attention in the ESL classroom. Teaching writing can be made interesting with the use of pictures.

## **2.8 Conclusion**

In this chapter, the importance of writing is described followed by a discussion about writing as a complex skill. Further, the characteristics of writing, approaches to writing and kinds of writing are detailed. A brief discussion of picture writing and its uses is also offered.

In the next chapter, reviews the research carried out in the area of teaching writing will be presented. Further, a suitable theoretical frame will be drawn for the study followed by a discussion about its implications and significance for ESL teaching and learning.

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## CHAPTER THREE

# REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

### 3.0 Introduction

This chapter attempts to present the review of related literature available in the form of unpublished and published work in the field of writing and its implications for the present study. It also presents a suitable theoretical framework for the study followed by a discussion about its implications and significance for ESL teaching and learning.

### 3.1 Review of Related Literature

This section is divided into two parts. The first part deals with the review of related literature in the form of unpublished theses. In the second part, the published work related to the present study is presented from various journals, books and published papers.

#### **a). Developing Writing Skills through Process Approach at the Tertiary Level – an Empirical Study. Innyasamma Gade, M.Phil (2005).**

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The study attempts to focus on writing as an important skill, underline the specific needs of learners, and identify the specific problems faced by learners to improve their writing skill.

The study while focusing on the prevalent teaching methodology of writing skill in the L2 classroom attempts:

- to investigate the problems in students' writing at the tertiary level by collecting samples of writing of L2 learners at various levels and analyze them.
- to get an idea of the opportunities given to the learners in terms of writing.
- to study the current methodology used for teaching writing where the assumption is that the current teaching practice could be one of the main reasons for the problems students' have in writing.
- and lastly, to suggest a methodology which is more learner friendly , and will take into account the process that most successful writers go through while producing a piece of writing.

The data was collected from the teachers of Andhra Loyola College and the students and teachers of Maris Stella College, Vijayawada, Andhra Pradesh. The research tools used were questionnaires, interviews, samples of writing before and after carrying out a course in writing.

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The study comprises of a preliminary study and a main study. The preliminary study was conducted by collecting the samples of writing and analyzing them in order to get a general idea of the teaching / learning conditions of writing and identify the problems faced by the students in writing. Based on this observation, separate questionnaires for the students and the teachers were prepared and administered for the main study.

It was evident from the analysis of questionnaires and the teachers' interviews that both the teachers and the students were not aware of the process methodology of teaching and learning of writing. While the teachers found it difficult to teach writing as a skill, it was also found that other factors such as poor economic background of the students, their limited exposure to the language, etc. hindered the systematic teaching and learning of writing.

In the main study, a course in writing was conducted introducing the learners to the process methodology of writing systematically. The findings of the study were as follows:

- It was noted that the students were not aware of the writing process. In the writing skill class, the students generally imitated the models given by the teacher without understanding the meaning or the process involved in it.

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Moreover, the teacher's usual response to the students' mistakes was to correct them and dictate the right form.

- Most teachers just gave the tasks to the learners to do within the stipulated time without any help or guidance, but with information relating to correct forms of spelling and punctuation. There was no constructive feedback. Thus, teaching writing at the tertiary level turned out to be very much product oriented.
- The students' questionnaires and their samples of writing revealed that it was an awareness raising course which helped them to be conscious of their abilities in acquiring language skills especially in writing.

Therefore, the study proved that the process methodology helped learners to improve their writing skill and they were able to monitor their pace and progress in acquiring the writing skill through a systematic process approach.

**b). Exploring Issues in the Teaching of Expository Writing at the Undergraduate Level at Addis Ababa University, Ethiopia. Assefa Zeru Tedla, Ph.D. (2007)**

The study attempts to investigate, analyze and understand the issues involved in following C.L.T (Communicative Language Teaching) approach with specific reference to the teaching of expository writing at the under graduate, first year level in the

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department of English Language Education, College of Education, Addis Ababa University, Ethiopia.

The study investigates what happens to teaching and learning of expository writing to the first year teacher trainees, using C.L.T approach at the Addis Ababa University, Ethiopia. It examines the teaching/ learning of writing at the freshman level in order to suggest ways of tackling the problems and improving the situation.

It was understood that the writing instructors at the undergraduate level were not able to make their classes as communicative as they should have been. Therefore, the study tried to explore the issues and problems involved in the teaching of expository writing. The study was based on the following hypotheses:

- Genuine implementation of C.L.T syllabus, teaching materials, tasks and methodology would help learners to write better and impart the writing skill to their own students later.
- A process-product approach to writing would lead to improved and purposeful learning.
- Systematic training in the use of language would promote academic writing.

In specific terms, the research focused attention on the adequacy of the syllabus, the nature of the teaching materials in use, the effectiveness of the writing tasks and the

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nature of problems encountered in implementing C.L.T methodology in the writing course – ‘Intermediate Writing Skills’. It also explored student and teacher related factors that had a bearing on the teaching/learning of expository writing with a view to suggest ways and means by which the trainees and instructors would become more receptive to C.L.T techniques.

### **Specific Objectives:**

The objectives of this research were to:

- examine the adequacy of the syllabus and materials for the writing course – ‘Intermediate writing skills’ in the teaching of expository writing through C.L.T.
- investigate problems encountered in implementing C.L.T methodology in Ethiopian Universities.
- study student and teacher related factors that hinder the teaching/learning of expository writing.
- suggest effective strategies to develop the ability to write expository texts.

### **Significance of the Study:**

The significance of this study was that it attempted to identify strategies for the improvement of academic writing at the UG (Under Graduate) level. The problem here

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was poor writing skills of students. Some of these students had their mother tongue (L1) as the medium of instruction till grade VIII with English being studied only as a subject. They had little proficiency in English and when they joined universities, they had difficulty in coping with academic writing.

### **Research Design:**

The study was designed in two parts. Part I aimed at describing the existing course for teaching expository writing. Part II aimed at exploring and finding out ways and means by which the shortcomings in the present system could be addressed.

The study was conducted over a period of four months (Feb – June 2005) in three phases. During the first phase, classroom observations were conducted. These observations helped in understanding the actual implementation of the teaching / learning of expository writing. The second phase of the data collection was conducted using questionnaires'. These were used to get insights into trainees' and writing instructors' views regarding the syllabus, materials, tasks and methodology used in the writing course – 'Intermediate Writing Skills'. The third phase of the data collection comprised interviews. Firstly, with the teacher-trainees and secondly, with writing instructors. Opinions of the respondents were compared with the views expressed in the questionnaires.

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The second part of the study was a close analysis of expository texts in order to understand their discourse organization on the basis of which a detailed plan for the instruction of expository writing could be devised. Ten expository texts were studied in detail in order to arrive at a conceptual framework for designing instructional input for the teaching of expository writing. A detailed qualitative and quantitative analysis helped to arrive at significant conclusion.

**The main Findings of the Study were as Follows:**

- It emerged that students were weak in writing and they lacked the requisite skills and practice. A variety of factors – poor background knowledge in writing using the target language, inappropriate syllabus, poor teaching materials, poorly designed writing tasks and unsuitable teaching methods were to blame for poor learning by students.
- Students felt handicapped by L1 interference.
- Had little or no exposure to training in writing – whether letter writing, paragraph writing or essay writing.
- Found essay writing particularly difficult and rated themselves low in proficiency and accuracy.

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Overall, the background of the students contributed largely to their poor performance in writing. The data revealed that most of the students were from regional medium schools where they had little or no exposure to English. Students were taught in Amharic (the official and national language of Ethiopia) most of the time. The majority of the learners said that they were products of Government schools, where little learning took place. This was in sharp contrast to private schools where students acquired good education and enjoyed several facilities denied to students from Government schools. Besides, it emerged that students from Government schools had parents who were poorly educated and thus not in a position to give their children the help they needed in their education.

**c). Teaching L2 Writing in Regional Medium Schools of Andhra Pradesh – A Study. Madhavi Kesari, M.Phil. (2002)**

Of all the language skills, learning to write in the second language is considered the most difficult one. Learning to write well is a difficult and lengthy process, as writing seems to require more effort in terms of language and thought. Therefore, this study focuses on the teaching methodology of writing skill in classroom in order to;

- examine the kind of writing activities employed by the teacher in relation to second language.
- get an idea of the opportunities given to the learners in terms of writing.

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- examine the relevance and usefulness of the presently used writing tasks and find out how they would help to develop writing skill in L2.
- suggest ways and means to employ writing activities apart from those used in the classroom, in order to enhance writing skill.

The data was collected from five schools situated in Andhra Pradesh, where a total number of thirty classes, six teachers and approximately four hundred and fifty learners were examined.

The study comprised of the following stages:

- Preliminary Study
- Main Study

The preliminary study was conducted in order to get a general idea of the teaching and learning conditions of L2 and identify the problems faced by the students in writing.

The main study was conducted in four stages – a) observation of teaching procedures in the classroom; b) identification of activities that could lead to improved writing skills; c) developing a checklist to identify the relevance and significance of these activities to improve the writing skill and d) analyzing the recorded data.

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The student – teacher interviews recorded that the teachers found it difficult to teach writing for various reasons such as poor economic background of the students, limited exposure to the target language, lack of awareness on the part of the teachers to teach writing as a skill.

The findings of the study revealed that:

- the present approaches to the teaching of writing were not systematic, as the teachers did not have an awareness of teaching writing as a language skill through an integrated method.
- though some of the writing tasks identified in the classroom could lead to the development of writing skill, most of the tasks were not handled properly in terms of preparation and organization.
- while teaching writing and other related activities, emphasis was on the end product. Learners were not provided ample opportunities to interact in the classroom, though an attempt was made by the teacher to involve them in classroom activities, attention was not paid to learner's contribution in the classroom in terms of language learning.

**d). L1 as a Scaffolding Device in the Learning of the L2 Academic Skills: An Experimental Study. Lina Mukhopadhyay, M.Phil. (2003)**

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The study makes an experimental attempt to examine the role of the first language (L1) as a resource that can provide cognitive support and enable second language learning. The study employs prior knowledge of the first language (L1) as a scaffold to cognitively support the learning of a second language (L2).

The aim of this study is to establish that learning an L2 in a bilingual context is never insular and isolated from the L1. The study examines how appropriate is Cummins's claim that CALP (Cognitive Academic Language Proficiency) transfer is associated with threshold level proficiency in both languages. The study also attempts to find out whether CALP transfer takes place only in case of learners who are good in L1 and L2 or it applies to other cases, where proficiency in one language is better than the other. The study also attempts to establish an interaction between the already learnt L1 and the L2, which is being learnt, that often goes unrecognized in an L2 classroom and where such interaction is discouraged.

In order to examine the above possibilities, bilingual learners were given two writing tasks in the form of picture description in the first language and the second language. The nature and type of "Scaffold", the role of the first language was measured by comparing performance on a task done only in the second language.

The written scripts were scored according to the criteria used by Hunt (1965), Lanauze and Snow (1989: 326). The scripts were scored on three broad categories:

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- Language Complexity
- Linguistic Variety
- Semantic Content

The improvements in task performances were measured with the help of specific linguistic and semantic categories like nature of verbs, nature of colour terms used etc.

The findings of the study indicate that a first language can serve as a scaffold and can augment learning in a second language within an academic context.

In terms of the overall performance of the four groups of subjects in Task1 and Task2, the findings show that the hypothesis is confirmed with reference to certain language categories for all the four groups.

**e). A Study of Learners' Difficulties in the Process of Writing at the + two Level. Veena, Bhambhani. M.Phil. (1998)**

This study attempts at a thorough understanding of the difficulties faced by the students in the process of writing. It hypothesizes that there might be a mismatch between the teacher's perspective and the students' perspective about the difficulties faced in writing. If there is a mismatch and if this mismatch could be understood well, it might help in making changes in the instructional strategies. As a result, the students might be helped to write better.

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The study projects three objectives:

- First, it attempts to get a clear picture of the teacher's perception of the learners' difficulties in writing.
- The second objective of the study is to obtain the learners' perception on difficulties in their writing.
- The third objective is to compare the teacher's and the learners' perspectives in order to find out any incompatibility between the two.

The data was collected from one teacher (i.e. the researcher herself) and five of her students from class XI. Questionnaires, observation of students, retrospective interviews after students wrote draft one and two of the four assignments were selected for the study. Student journals were written after composing draft one and two, which yielded the data on the learner's attitude towards writing, their writing behaviour, difficulties they felt while writing and the strategies they used to tackle those difficulties. The writing tasks assigned, the methodology followed in the class, the comments given on student's work or the follow-up work were taken up. The teacher's journal was the source of data on the teacher's perception of the writing process and the difficulties she perceived in the student's process of writing.

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The study compares the three perceptions of the teacher, of the students and of the cognitive process theorists on the writing process and the difficulties felt by the students in this process. Since only the cognitivists have tried to capture the cognitive processes involved in the writing process, the study adopts, Flower and Hayes (1981), Cognitive Process Model of writing as a framework to study the teacher's and the learners' views.

The analysis and interpretation of the data was done from three points of view – content related difficulties, language related difficulties and difficulties related to organization. An analysis and interpretation of the collected data set the stage for a comparison of the interpretations of the teacher's and the students' views. This comparison confirmed the presumption that the teacher and students viewed writing and the students' difficulties differently and therefore indicated a need to bring about a change in the instructional methodology. The study suggested that there is a need to assess and analyze students' felt needs from their point of view and provide for that need in the instructional methodology to reduce students' anxiety and provide them a sense of security. Making research methodology a part of instructional methodology was suggested, not only to assess students' needs and heighten their awareness about the writing process and their difficulties but also to enrich and empower the teacher.

**f). Proposals for a Classroom Strategy to Improve the Students' Written Production in English at the High School Level. A. Regina. M.Phil. (1994)**

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This study attempts to make proposals towards the outlining of a strategy, which would enable the learners at the high school level with poor proficiency to acquire the readiness for written production in English.

The study assumes that the problems related to the teaching of writing can be fully understood only if they are studied in relation to the process of second language acquisition in a classroom. The study attributes the failure of the learners to communicate through writing to inadequacies in the second language instruction. The study believes that learners fail to communicate in writing because they are not helped systematically in their language production, compared to the particular order of instruction spontaneously given to the first language acquiring child.

- The first language learning child receives a lot of stimuli for production of the language. On the contrary, in a second language classroom, the learners are forced to produce language without being supplied with enough stimuli. As a result, they do not have readiness for free production.
- The failure of our learners is due to non-availability of opportunities to repeat, internalize and reproduce meaningful chunks of language in the same way as an L1 learning child does. Only such an exercise will give them the readiness for free production.

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The study advises that –

- Learners be helped to become proficient users of the language.
- It believes that there is a particular way of teaching a language in order to help the learners become proficient.
- It also believes that properly planned instruction makes a great deal of difference to acquiring second language proficiency.

The study illustrates how parts of a lesson from the prescribed textbook can be used for classroom activities, which help the learners to acquire the linguistic items required to perform the writing task given at the end of the lesson. It also gives illustrations to show how other passages, apart from the textbook passages, can be used to give a variety of activities in a classroom to enrich the students' language store.

The study concludes that illustrative tasks as shown in the said study is a feasible way of achieving the desired result in ESL classrooms, where time and resources are limited and conditions are far from satisfactory.

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### 3.2 Implications for the Present Study

The review of research work presented above (see 2.1) has important implications for the present study. The review offers a picture of ongoing research in the area of language teaching and learning in general and writing in particular. The reviews help the present study to trace the relevant issues related to the area of writing and place them in a proper perspective, by throwing light on the various aspects of second language writing.

The first review has attempted to develop writing skill of learners at the tertiary level through the process approach. The study investigates the problems of the learners and suggests a methodology, which is more learner friendly and helpful to improve writing skill. In the process of implementing the process methodology, the study also makes use of two picture story tasks to improve writing skill. It also uses picture story tasks and believes in the efficacy of picture story tasks along with the process approach to improve writing skill.

The review also takes into consideration factors, like poor learning environment, limited exposure and poor economic background of the learners that hinder the systematic learning and teaching of writing.

The second review attempts to investigate the issues involved in the teaching and learning of expository writing using C.L.T (Communicative Language Teaching) to first

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year teacher trainees in a writing course. The research tries to study the various factors like adequacy of syllabus, materials, problems in the implementation of C.L.T, poor proficiency in English, lack of facilities, poor economic background, teaching/learning methods, difficulties in writing etc, that hinder the teaching/learning of expository writing and suggests strategies which would help the trainees and instructors to tackle the problems in L2 and improve the situation by developing the expository writing skills of the students. It must be mentioned here that the present study is closely related to this research because the present research also makes an effort to improve the writing skill of the learners and also tries to understand the various factors like poor economic background, limited exposure to language, difficulties in writing, poor educational background, teaching/learning methods etc. that hinder learning of writing in L2.

The third study attempts to understand the teaching methodology of writing skill used in the L2 classroom. This study tries to examine the problems in writing tasks, their relevance, and opportunities given to learners to write in the regional medium schools of Andhra Pradesh. In addition to this, the study suggests various ways and means to employ and use alternative writing tasks to enhance the writing skill of the learners. This study is closely connected to the present research as it also focuses on the problems faced by learners of regional medium schools in the process of writing. Like this study, the present study also tries to examine and understand the teaching methodology, kinds of writing tasks and their relevance before suggesting picture story writing as an alternative and an interesting method to improve the writing skill of the learners.

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The fourth study examines the role of L1 as a resource and cognitive support in the learning of L2. This study also tries to confirm that L2 learning is not isolated and insular from L1 in a bilingual context. To confirm and qualify this hypothesis, the study makes use of two picture description tasks in L1 and L2. The study confirms that L1 acts as a scaffold in the learning of L2. The present research is related to this study because it also uses picture description tasks in L1 and L2 to improve L2 writing skill. Like this, the present research also believes in Cummins's (1979) theoretical principle that – CALP (Cognitive Academic Language Proficiency) transfer is possible in case of learners who are good at L1.

The fifth study is an attempt to understand the difficulties faced by + two level learners in the process of writing. To understand the situation, the study tries to make a thorough examination of the learners' difficulties and teachers' difficulties in the process of writing and then compares both to find out if there is a mismatch. This study analyses the difficulties in terms of context, language and organization, which is similar in the case of the present study. Just like this research, the present study also gives importance to content and context, along with language. In addition, the study tries to understand the difficulties faced by L2 learners' in the process of writing.

The sixth research attempts to make proposals for a strategy, which would improve the writing skill of learners' with poor proficiency, at the high school level.

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Similar to the present research, this study claims that learners fail to have adequate proficiency in writing because they are not helped systematically in the process of L2 writing and not given ample opportunities to practice and improve their writing. The study presents illustrative tasks to show how the passages from the English textbook can be used to improve the writing skill of the learners. In addition to this, the study states that illustrative tasks shown in the study is a useful technique/method to improve the written production of learners in ESL classrooms where time, resources and conditions are limited. The present research also makes use of illustrative tasks in the form of picture stories to improve the writing skill of ESL learners.

### **3.3 THEORETICAL UNDERPINNINGS OF THE STUDY**

#### **3.3.1 Some Perspectives**

L. S. Vygotsky (1987) states that writing is a self-regulatory activity, which has to do primarily with knowing and secondarily with communicating. From this, it can be understood that teaching of writing should be done with a lot of guidance, support and care, in order to help learners become independent or self regulated. Therefore, the teacher has to play a crucial role to help learners write on their own. However, thinking, gathering ideas, organizing, drafting etc, play an important role and so they have to be

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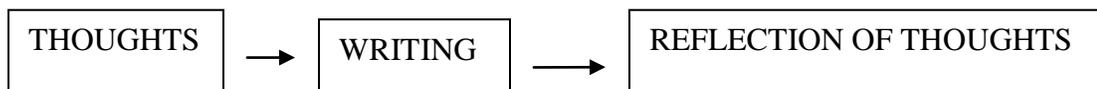
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inculcated /developed primarily in our learners in the process of helping them to emerge as independent writers.

At this point we can recollect the UNESCO Report (1972) which states that the fundamental goal of all school education is to help learners become effective learners by ‘learning to think’ and ‘learning to learn.’ Also according to Vygotsky (1962), learning contributes as much to development of thinking as thinking contributes as much to the development of learning. Hence, our thoughts are put down in the form of writing, and it again reflects our mental process. Therefore, thinking and writing are closely related to each other.

**Figure 1: The Relationship between Writing and Thinking**



According to Bereiter and Scardamalia (1986), we do not truly own our thoughts or experiences until we have negotiated them with ourselves and for this writing is the prime medium. Murray (1985) conveys similar view that writing is a significant kind of thinking in which the symbols of language assume a purpose of their own and instruct the writer during the composing process. Thus, the dynamic interaction between thinking and

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writing helps in two ways – writing helps in shaping and crystallizing ideas and in turn, thinking makes writing finer helping the writer communicate his ideas in a clear and effective manner.

Since writing helps in enhancing analytic thinking and communicating skills, developing the writing skill of the learners assumes a great role in language teaching. But, unfortunately, this great role of developing writing skill is not practiced sufficiently in our ESL context of teaching/learning. Even if C.L.T, Task Based Teaching / Learning and so on are in vogue, the actual process of writing is not given importance and taught in our classrooms in a useful manner because of which the writing skill of our learners especially in the regional medium schools is handicapped. One of the main reasons assumed by the present study for this kind of a gap and the deplorable situation is examination oriented writing. The dictated notes by the teacher and guidebooks serve as a major source to pass in the examinations. The actual writing abilities of the learners are neither tested nor developed. Nevertheless, it is quintessential to realize that the actual writing ability of the learners matter a lot when it comes to higher education, better career, better jobs etc. In the present teaching / learning scenario, and in the examination system, thinking and writing on their (learners’) own plays a very little role. Mugging up and reproducing is the only practice to pass in the examinations. Various reasons like teacher dictated notes, guide books, lack of practice in writing, limited exposure to writing activities, outdated pedagogical practices, rote-learning etc. contribute to the poor writing skill of the learners in regional medium schools.

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It is necessary for the second language (L2) teacher to understand that the learner is not always a passive recipient, but an active constructor of knowledge. Therefore, learners should be given the opportunity to actively participate and learn in the language classroom.

The present research tries to improve the writing skill of the learners' by giving them the necessary support in the form of multiple tasks, feedbacks, innovative instructional strategies and providing opportunities for learners' participation through picture stories. In order to help learners improve their writing skill, this research focuses on the following dimensions, represented in the figure below.

### **Figure 2: The Dimensions of the Study**

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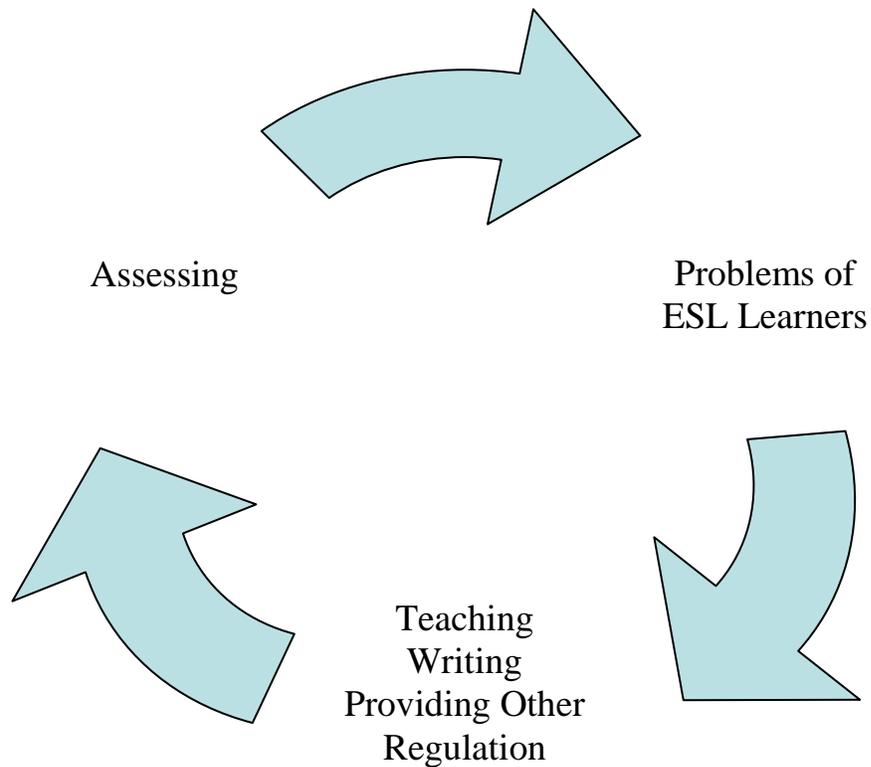
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### 3.3.2 Problems of ESL learners

ESL students often feel great sense of frustration when asked to compose a piece of writing on their own, because they know quite a bit of grammar and vocabulary and are able to formulate complex thoughts in English, yet have difficulty in transferring those thoughts into written information on a page. At this point, it is necessary to understand that the ability to write well is not a naturally acquired skill; writing is usually learned because it is a complex skill, which requires a conscious effort, and more practice in composing, developing, analyzing and connecting ideas. Therefore, ESL (English as

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Second Language) writers are under constant pressure, as they have to concentrate on both the meaning and the production of ideas. According to Bereiter and Scardamalia, (1987: 12), the writer engages in “a two-way interaction between continuously developing knowledge and continuously developing text.” From this, it can be perceived that ESL learners do not have the necessary linguistic ability, to exhibit better writing skills on par with the learners of English medium schools. Therefore, it can be argued that focus on the writing process, as a pedagogical tool is appropriate for second language learners with attention given to the linguistic development along with sufficient and effective feedback regarding their errors in writing.

Stevick (1976) rightly points out that learners’ succeed when they actively participate in their own learning. Hence, L2 learners should be motivated and integrated into L2 learning situations in the classroom in order to develop their level of proficiency and to inculcate a positive attitude to L2, which can have a positive effect on their writing. If this attention is not paid to L2 learners in the second language classroom, they may continue to exhibit errors in their writing, show negative attitude towards L2, resulting in a continued lack of progress in L2 leading to the lack of integrative and instrumental motivation for learning L2.

In a study conducted by Barkhuizen (1995), writing is viewed as a spontaneous activity, which should take place in a non-threatening and non-structured manner. In this kind of writing, the learners’ are not conscious of the use of grammar, spelling or

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conversational formats of letter writing and are free to exercise their choice of writing. The ideas occur spontaneously and the task not only enhances writing skill but also satisfies the learners as the choice of topic is left to them.

In the present context of teaching and learning of writing in L2, most of the times the teachers fail to create opportunities for genuine interaction, which involves students in the activities.

Another important aspect is that, most of the activities in our L2 classroom tend to be unrealistic and make students' perform unnatural roles. Therefore, Widdowson (1978) emphasizes the need for authenticity of the writing tasks, which should be interesting, realistic, and relevant to the real life situations.

Only when language learning is close to real life situations, L2 learners can be motivated and involved in the process of language learning. Krashen (1981; 1982) argues that second language acquisition is a more powerful and a central process than second language learning. According to Krashen (1981), acquisition facilitates the ability of the learner to use language in both production and comprehension, while conscious learning on the other hand serves only as an editor and monitor making changes in the form of output under certain limited conditions. However, this study does not make a distinction between acquisition and learning as the two terms are considered interrelated and interdependent.

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One of the main goals of L2 teaching is to help learners understand the language and improve on their own, with the help of the knowledge of new words, new structures and clues provided to them through exposure in the L2 classroom. The second language classroom is a good place for beginning second language acquisition and learning. The L2 classroom should help learners acquire the second language learning conditions that are conducive for learning through instruction. Not only the favourable conditions, the input given to the learners also play a major role in second language learning and acquisition. According to Krashen (1984), ‘comprehensible input’ is necessary for second language acquisition, which according to him takes place in a low anxiety situation. The L2 teacher has to keep in view the three domains of learning (cognitive, affective and psychomotor) in the process of teaching English to L2 learners. There is a great need for a good understanding between the teacher and the learner in the L2 classroom. The teacher has to attempt to understand the needs of the L2 learner to help him/ her in learning language successfully. According to Salmon (1988: 22), “Teachers and learners are just as much involved in learning about each other and trying to achieve some kind of shared understanding of what is happening in their classrooms”. Moreover, “the teaching-learning encounter is, essentially a meeting between the personal constructions, the subjective realities of teacher and pupil”.

In some cases of L2, learning / teaching input is provided and understood, but does not result in learning / acquisition as the learner suffers a mental block which

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prevents him from learning effectively. Keeping this in view, Krashen (1984) has formulated the ‘affective filter hypothesis’ which claims that, when the learner is not motivated, when he/she is overanxious about his / her performance, then there is a mental block, called the ‘affective filter’, that prevents the input from reaching those parts of the brain responsible for language learning / acquiring and as a result the second language acquired turns out to be minimal. This theory suggests that second language classes be filled with ‘comprehensible input’ presented in a low-anxiety situation. Language classes, which expose the learners to comprehensible input, are considered to facilitate second language acquisition. The present study also strongly believes in providing comprehensible input in a low anxiety situation in order to polish the writing skill of L2 learners.

In order to facilitate / provide, ‘comprehensible input’ to L2 learners, instruction / teaching is useful and essential. Stern (1983) posited that ‘instruction would be more useful and facilitate second language learning when learners are given ample opportunities to listen, read and write in the classroom. This kind of exposure to the language skills in the classroom enables the learners to refine their own language and also makes them understand the day-to-day language heard in different situations. Similar to Stern’s view, the present study also believes in providing many opportunities to learners to listen, tell, read and write stories in the classroom.

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Feedback is also of utmost importance in the L2 learning / teaching process. Without individual attention and sufficient feedback on errors, improvement will not take place. It is a fact that L2 writing contains errors, but it is the responsibility of the teacher to help the learners develop strategies for self-correction and improvement. L2 writers require feedback from teachers not only on content, but also on the form and structure of writing. If feedback is not provided to them, they will be disadvantaged in improving both their writing and other language skills. In our context of teaching / learning especially in most ESL classrooms, feedback and errors are not given importance. The learners' writing is corrected with red pen with all the errors marked. Instead of individual feedback, imposition, repetitions, and rote learning /writing are practiced.

However, L2 teachers have to understand that this kind of a practice does not help L2 learners to improve, on their own. They should understand the significance of learners' errors, tolerate and encourage learners. Errors not only indicate the learners' level of competence in L2 but they also project the strategies that the learner develops to cope with and to learn the new language. Therefore, errors are nothing but linguistic deviations, which occur because of the differences in L1 & L2 structures. Robert Lado (1957), rightly points out that “if language structures are similar, then it is easy to learn L2 and if language structures are dissimilar to L1, then L2 learning is difficult.”

Hence, L2 teachers should realize not to view errors as annoying distractions but as dynamic byproducts in the process of learning a new language i.e. L2. According to

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Pit Corder (1973: 122), “In L2 acquisition, the learner’s performance keeps changing progressively in order to achieve stability in L2 like the native speaker. Therefore, in this process, learners make ill-formed sentences, deviate forms, rules and use erroneous, incorrect language”. However, it is necessary for the L2 teacher to determine areas where learners need more attention and provide help, because errors are products of the L2 learner’s effort to learn Jain (1974: 189) rightly points that ‘Errors are absolutely essential to modify and re-examine the teaching techniques’.

The present study throws light on learners’ errors with a positive attitude and attempts to provide effective and constructive individual feedback for the improvement of learners’ writing skill in L2.

Thus, language input, pedagogical practices, tasks, instruction, feedback, classroom environment, the teacher’s role, the teaching / learning material etc. have a bearing on the L2 learners’ learning. Therefore, it is essential for L2 teachers to keep these in mind in the process of teaching L2. Lack of any of the above can lead to problems in ESL classes in general, particularly in writing. Hence, there is a need to understand the existing level of L2 learners’ competence, the linguistic problems of L2 learners in order to provide support or ‘Other Regulation’ to improve their writing skill.

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### **3.3.3 Teaching Writing – A Movement from Other Regulation to Self-Regulation**

It has been mentioned earlier that the present ESL teaching practices promote rote learning to get marks and pass in examinations, without giving any importance to the development of knowledge and problem solving skills, general critical thinking, language skills in general and writing in particular. Despite the changing needs in the present job market, which requires skills to communicate effectively and understand English instead of scoring marks, the present ESL pedagogy largely remains the same i.e. it focuses on mindless rote learning to pass in examinations. It is high time to realize that it is the need of the hour to enable large number of our learners to use English effectively to serve in a phase of industrial, scientific and commercial expansion. Kumar (2001) states that ‘Any educational project can become unrealizable because of pedagogic inefficiency’.

Dewey (1938/63: 28) points out the importance of the “methods of instruction” and the “Social organization of the School” without which “educational efforts are reduced to a form of words which may be emotionally stirring but for which any other set of words might equally be substituted unless they indicate operations to be initiated & executed.” From this it can be understood that the emerging trends in the educational policy such as child-centered pedagogy, multicultural sensitive language education (e.g.: NCF, NCERT, 2005), rights based approach (e.g.: The Constitution [93<sup>rd</sup>] Amendment

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Bill, India Together 2001) seek to reform traditional education which is based on rote learning rather than focusing on the development of problem solving skills and critical thinking. Therefore, the concern to reform education has to be considered with attention. Importantly, the reform in education has to give due importance to the role of instruction. How is instruction linked to reform? Does instruction make a difference to learning? The answer is direct – whatever the learning material, the syllabus, the curriculum document, teaching objectives and so on, it is the teacher in the classroom who transmits all this to the learners through his / her instruction. In the teaching/learning process, the teacher makes the first impact on the learner in the classroom through his/her methods of instruction. However, the important argument here is, “do the way the present ESL teachers teach have an impact on the way ESL learners develop knowledge and language?”. To a large extent, the kind of impact that ESL teaching today has is only on acquisition of concepts through rote – learning to pass in the exams. Therefore, there is a need for a change from the existing ‘transmissive model’ to a ‘mediational model’ (Kozulin, 2003), which recognizes the crucial role played by the teacher as an intermediary between learners and what is to be learned by defining the nature of interaction occurring between them, which is conducive for active and meaningful learning. Vygotsky’s (1987), Meditational Model helps learners develop the ability to apply knowledge and language as pliable tools.

Vygotsky attempts to explicate the relationship between individual cognitive processes and the historical, cultural and social settings in which it occurs. It sees

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psychological processes as culturally mediated, historically developed and socially engendered (Cole, 1990: 98). Central to Vygotsky's Socio-cultural theory of development are the key concepts of Internalization, Scaffolding, Mediation, Zone of proximal development (ZPD) and Regulation. In this study, the focus is on the mediated process of development and regulation.

### **a. Mediation**

“Mediation is the introduction of an auxiliary device into an activity that then links humans to the world of objects or to the world of mental behaviour” (Lantolf 1994a: 418).

The fundamental theoretical insight of Vygotsky is that “higher forms of human mental activity are always and everywhere mediated by symbolic means .....” Lantolf (1994a: 418) Vygotsky stresses that, just as ‘Physical tools’ (e.g. hammers, bulldozers, computers etc.) allow humans to organize and alter their physical world, ‘Symbolic tools’ empower humans to organize and control mental processes such as voluntary attention, logical problem solving, planning and evaluation, voluntary memory and voluntary learning. “Symbolic tools are the means through which humans are able to organize and maintain control over the self and its mental, and even physical activity” (Lantolf 1994a: 418).

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From a Vygotskian perspective, the ‘prime symbolic tool’ available for the mediation of mental activity is ‘language’ because language helps us to direct our attention to the significant features in the environment, formulate a plan, or articulate the steps to be taken in solving a problem.

Symbolic tools include ‘mnemonic devices, algebraic symbols, diagrams, graphs and most importantly, language’ Lantolf (1994: 418).

According to Vygotsky, if the child begins to integrate ‘symbols’ as auxiliary means of ‘mediation’ into his/her physical and mental activity, this activity will slowly help him/her to develop into a ‘markedly different and culturally influenced character’. In order to show the difference between mediated and non-mediated mental functioning, Lantolf (1994: 419) illustrates the example of a person trying to remember the items to be purchased from a grocery shop. Lantolf argues that there are two ways to ‘remember’ in order to do the above task; one is, the person can remember the items through repeated rehearsal until the items are memorized.

Second is, the person can remember the items by writing them down on a piece of paper. Here, though language is used as a mediational tool in both cases, in the first instance, the person establishes a direct link between the items and his memory, while in the second case, the person creates a more powerful ‘auxiliary link’ by generating a shopping list, which reduces the mental strain of trying to imprint the items into one’s memory. At this juncture, it is necessary to understand the importance of ‘tools’ in

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language learning. Nevertheless, present practices of C.L.T and Task Based Teaching stress on the use of ‘tools’ (pictures, charts, graphs, tables, objects and so on.) in language learning and teaching but when it comes to their implementation in the classroom, the main thrust is on laboured rote-learning like the first instance above rather than the second instance which involves the learner in the use of an auxiliary device to learn language.

For Vygotsky, children appropriate symbolically mediated mental functions as they carry out tasks under the guidance of the able ‘Other’ (E.g. parents, older siblings, teachers etc.) who initially assumes most of the responsibility to carry out the tasks. Over time, children observe and learn from others and they assume increased responsibility for ‘organizing and deploying’ their own mental functions to ultimately function independently without other’s guidance. Therefore, according to Vygotsky, ‘conscious mental activity’ is distributed and jointly constructed from the interactions that arise between children and the ‘representatives of culture’. Hence, what is initially socially mediated mental processing evolves slowly into self-mediated processing and this principle has a significant implication to the ESL classroom – the teacher has to be the mediator to impart language skills and not just be a person to transfer the information from books, to help learners’ become self-directed and independent. Therefore, it is essential for the ESL teacher to play the role of the ‘Other’ in the ESL classroom to make ESL learners confident, proficient and self regulated.

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## **b. Regulation**

Vygotsky believed that thought has a social, external origin and language functions as a tool in the development of individual cognition from the external origin.

Wertsch (1980a), as referred to by Rivers (1984: 197) states that there are two types of metacognition present in human mental activity – those concerned with conscious reflection of one’s cognitive abilities and those concerned with ‘Self Regulatory’ mechanisms, during ongoing attempts to learn how to solve problems.

According to Rivers (1984: 197), ‘the fundamental aim of discourse is not the transfer of information, but Self Regulation by the individual’. Rivers (1984: 197) states that “there are three strategies for sustaining self-order in a task situation: Object Regulation, Other Regulation and Self Regulation.” As quoted by Rivers (1984: 197), Wertsch (1979a) posits that the three strategies of regulation (Object Regulation, Other Regulation, and Self Regulation) are developmental because “children are first Object Regulated and then Other Regulated and subsequently become Self Regulated.” Not only children, all normal adults also have continuous access to the three kinds of regulation. Wertsch (1979a) quotes that for Vygotsky, adult cognition does not simply remain unchanged forever after the age of twelve because in a difficult task, adults can always resort to prior knowing strategies.

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### **c. Object Regulation**

Object Regulation refers to the phase where the child's mental functioning is controlled by the task because of the lack of direction and help. At this stage, the child is clueless and distracted by other objects because of the lack of guidance. According to the Vygotskian paradigm, Object Regulation precedes the other two types of regulation, Wertsch (1979b: 89) quotes that "learners are not able to pursue independent action whenever a particular goal is not 'directly-suggested by the environment'. The child can only engage in actions directed towards 'decontextualized goals' if he/she receives mediation from an adult or a peer who is capable to help with the required metacognitive processes. If this necessary other regulatory function is not provided, "the child will be distracted and drawn off by the irrelevant environmental stimuli" (Wertsch 1979b: 89). Thus, the child is said to be object regulated if he/she is not given proper support / direction.

### **d. Other Regulation**

Other Regulation is referred to as the function where the child's metacognition is controlled by a 'Surrogate' or 'Other' who has the ability to perform the task strategically. Children being able to complete a task with the guidance of the 'Other' (mothers, peers, elders) are referred as 'Other Regulated'. According to the Vygotskian

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perspective, children must necessarily participate in social interaction in order to complete a task, and the primary means of carrying out other regulatory functions is through speech, specifically ‘dialogic speech’. In Vygotskian theory, ‘any function in a child’s development appears twice: first on the social plane and then on the psychological plane’ (Wertsch, 1980a).

The transition from interpsychological to intrapsychological functioning through mediation is a process in which the adult undertakes to direct the child through a task, and then the child provides feedback to the adult, who then makes the necessary adjustments in the kind of direction offered to the child. Here, the adult’s purposes in directing the child is not simply to have the child complete the task, but to instruct the child and guide him / her to solve the task strategically. In other words, the adult attempts to guide the child towards a situation, which is parallel to the adult. In addition to this, if the strategic mode used by the adult fails consistently, then adults have to continue to return to Other Regulation and provide the required guidance until the child acquires the ability to function and do a task on his own. “‘Good Learning’ is that which is in advance of development” (Vygotsky, 1978) and ‘development occurs as a result of mediation, which is fundamentally a semiotic process’ (Wertsch, 1980a). Wertsch 1980a calls the above process as ‘strategic activity’, which can be carried out by the individual alone or with the help of other individuals.

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Therefore, Wertsch (1980a) calls this strategic activity as ‘distributed responsibility’. Vygotsky (1978: 85) states that ‘independent problem solving and the higher level of potential development are determined through problem solving under adult guidance or in collaboration with more capable peers’. Thus, Other Regulation can be referred to the role and guidance of the teacher in the classroom environment.

Other Regulation is an important developmental stage as it slowly leads the child to function on his/her own or become independent and ‘self-regulated’.

### **e. Self Regulation**

The ability to engage successfully as an individual in any given task is referred to as Self Regulation. During the Other Regulation phase, the child eventually begins to take over a larger portion of the responsibility for strategic functions to gain independent strategic functioning or Self-Regulation. Vygotskian theory posits that Self Regulation is attained through social interaction and it evolves from the guidance of the capable ‘Other’; because the child becomes independent / self regulated / self directed only after receiving enough practice through the ‘other’s’ guidance and support. Rivers (1984: 195) states “a good L1 or L2 writer is one who can achieve and sustain Self Regulation by using his language to control the writing task, rather than be controlled by the task itself”.

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However, Vygotskian theory stresses that attaining Self Regulation is not an absolute. That is if a child gains Self Regulation in a specific kind of a task, he / she does not necessarily have Self Regulation in all tasks, because Self Regulation is a relative phenomenon. A child may be self regulated in a particular task and other regulated in another task. In a task given to four children, one child may be self regulated and the rest three may be other regulated or object regulated depending on the child's ability and the difficulty level of the task for each child. Thus, Vygotsky (1987) argued that the two activities (Other Regulation and Self Regulation) are 'dialectically and therefore necessarily' connected to each other. That is to say the activity of self direction is derived from the activity of other direction and in the first case, the interlocutors are 'I' and 'You' and in the second, 'I' and 'Me'. Hence, Self Regulation is a significant stage, because the child is independent, self-directed, and responsible for his own learning at this stage.

The following experiment conducted by Wertsch (1979 a) helps to understand the above said stages (Object Regulation, Other Regulation and Self Regulation) in a vivid manner.

Wertsch (1979) conducted an experiment where mothers of young children were asked to teach the children, how to assemble a jigsaw puzzle.

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Firstly, the mothers completed the puzzle in the presence of the children, keeping a steady flow of strategic comments such as ‘now look at the model to see what comes next’. Then the children were asked to complete the puzzle. At first, the task was too difficult for some of the children to complete without the help of their mothers. These children were object regulated because in the real sense they were controlled by the puzzle and were distracted by the other objects in the experimental setting. In order to complete the task, these children required direct intervention by their mothers, who were able to succeed in directing their children using ‘referential speech’ for example ‘pick up the red piece and put it here’. These children were able to complete the task with some guidance from their mothers and the guidance was strategic, for example: ‘Look at the mode’, ‘see what piece is missing here’ etc. These children were thus other regulated. Some of the children were able to complete the puzzle without any information from their mothers, but in doing so, they used ‘dialogic speech’ (similar speech used by their mothers while giving guidance) as a kind of a self-directing strategy. These children were self regulated. The children in the last case were able to complete the puzzle without any external speech and this was a sign that these children were self regulated.

### **3.3.4 Discussion**

The following are the issues that have emerged in the process of understanding the above stated concepts of Vygotsky’s Socio-cultural theory. They are:

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- (a) the relationship between individuals, sociocultural environment, and its impact on individual cognitive development,
- (b) the process by which individuals profit from social interaction,
- (c) the role of the competent ‘Other’ in facilitating development.

The discussion below will highlight on how each of these points relate to the present study, such as the role of the teacher in facilitating learner development.

- a) Vygotsky’s Sociocultural theory is built on the premise that individual cognitive development cannot be understood without reference to the social, cultural and historical settings in which the individual thinks and acts. The individual’s development is dependent on social interaction and it is in this interaction that ‘cultural tools’ which are society’s resource become accessible to individuals as psychological tools. This point implies that ESL teachers have to understand what kind of intellectual tools are available to them and how relevant are they in using them for learner development.
- b) The mediational role of the social ‘Other’ in cognitive development makes individual development an interdependent process. “The path from object to child and from child to object passes through another person”. (Vygotsky 1978: 30) “Tools remain useless, unless their significance as cognitive tools are mediated to the learner” (Karpov, 2003; Kozulin, 2003). Cognitive development depends largely on the type of mediation provided by the ‘competent other’ (teacher,

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parents, older siblings etc.) Scribner and Cole (1981) have established that forms of literacy acquired in formal educational contexts and those acquired outside school with different purpose and styles of mediation have different cognitive impacts. Therefore, what is important for the development of language and thought is, to create conditions that emphasize the meaning of symbolic mediators as cognitive tools.

Therefore this insistence on meaning as important for development provides a critical understanding of the instructional practices that are currently followed in most ESL classes which seem to be based on the assumption that knowledge delivered by the teacher (in a one-way transmission) is taken by the learner. Vygotsky finds such transmissive pedagogy ‘fruitless’ as it provides no support for the development of meaning in the learner.

“The teacher who attempts to use this approach achieves nothing but a mindless learning of words, an empty verbalism that stimulates or imitates the presence of concepts in the child. Under these conditions, the child learns not the concept but the word, and this is taken over by the child through memory rather than thought. Such knowledge turns out to be inadequate in any meaningful application. This mode of instruction... substitutes the learning of dead words and empty verbal schemes for the mastery of living language” (Vygotsky, 1987: 170).

In Vygotsky’s analysis, we can find an explanation for the general complaint among teachers, parents and administrators that students are unable to apply their ESL learning in meaningful contexts. The problem seems to lie not so much in learners’

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abilities, but as Vygotsky points out, the problem seems to lie with the teacher who believes that teaching is ‘telling’ and who provides no meaningful contexts where zones are created for the development of meaning. In the absence of meaningful environment, both the learner and teacher, development will be constrained.

According to Vygotsky’s theory, the teacher’s facilitative role involves both the teacher and the learner in a dialectical process of development. This is articulated in Bakhtin’s notion of the dialogical relationship between the ‘Self’ and the ‘Other’, where consciousness begins to operate in social interaction, so this joint activity is thus an opportunity for both ESL teachers’ and learners’ to develop greater skill and understanding.

Therefore, the importance of instruction in Vygotskian theory does not mean that development is a process of transmission from the teacher to the learner, but is instruction taking different forms of mediation including self-direction and external support to assist learners to take control of their own learning. Hence, in Vygotskian theory, “the child as an independent learner is considered to be a result rather than a premise of the learning process” (Kozulin 1995: 121). The independence or development of consciousness that enables application of knowledge flexibly according to the situation in a given task is according to Vygotsky the result of learning mediated by the teacher.

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c) Vygotsky's theory provides a new understanding of the practices used in the present context of teaching / learning. Teachers' of ESL usually adopt practices such as rote-drill and practice which they assume best fits the 'inability' of disadvantaged learners to help them read, write and understand English as a second language. However, teaching "towards yesterday's development" (Vygotsky 1978: 89) fails to help students overcome their inability, because it fails to stretch their current understanding and more importantly fails to mediate the purpose of ESL as the ability to use it as a cognitive tool. Vygotsky, therefore, insisted that teaching should aim at making every effort to push learners toward abstract thinking because if left to themselves, students will never achieve "well elaborated forms of abstract thought". This point is particularly true in the case of disadvantaged learners for whom school is the only opportunity available to develop ESL as well as conceptual thinking, both of which go together.

d) Several studies support Vygotsky's point that by focusing on the level learners' can reach, they are led to levels of success, which is not previously envisaged either by learners or the teacher (e.g. Brown and Ferrara, 1985; Donato, 2000; Panofsky et al., 1998; Swain, 2000).

Hence, it can be understood that Vygotsky's Sociocultural theory of development focuses on pedagogy at the centre of development in general and the dialectical process of development of both the teacher and learner as they interact in joint activities in particular.

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Further Humanistic Approaches to learning are also related to the Vygotskian concept of Other Regulation and Self Regulation because according to the Humanistic Approach the teacher is a facilitator, helper, partner, promoter of knowledge, who sets the mood for learning , guides learning through experiences that are educative and also acts as a flexible resource for the learners.

According to the Humanistic Approach to learning, the learner is a ‘highly motivated, self-directed person who assumes the responsibility for learning and self-development. Here, it can be inferred that the ‘dialogic relationship’ between the learner and teacher as stressed by the Vygotskian theory is quite similar to the role of the teacher and learner in Humanistic Approaches to learning.

The methods of teaching according to the Humanistic Approaches are related to the concept of mediation as Humanistic Approaches also give importance to experiential learning, group tasks, group discussion, team-teaching, self-directed learning where the role of the ‘other’ is required for successful learning etc.

Humanist Psychologists like Maslow and Rogers stress on the importance of the self and its relation to learning which is closely related to the concept of Self-Regulation in Vygotskian theory.

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According to the humanist psychologist, Carl Rogers, ‘student centered teaching’ is the best approach to teaching. Rogers states that teachers are facilitators who create the environment for the ‘engagement’ of the learner.

Further, Rogers argues that a teacher cannot teach another person directly; she/he can only facilitate learning.

Rogers’s theory of education states that, the structure and organization of the self becomes more rigid under threat; therefore, it is important to relax its (self) boundaries and make it free from threat to facilitate learning.

According to Rogers’s educational theory, an educational situation most effectively promotes significant learning. when

- a) threat to the self of the learner is reduced to the minimum
- b) perception of the field of experiment is facilitated.

Rogers also defined two categories of learning – ‘meaningless learning or cognitive learning’ (e.g. memorizing multiplication tables) and ‘significant or experiential learning’ where importance is given to applied knowledge, which addresses the needs and wants of the learner (e.g. performing first aid on a peer, when injured).

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At this point, we can conclude that Vygotskian theory and Rogers's theory of education both give importance to the self of the learner and the role of the teacher. Since the Vygotskian theory gives importance to the development of the individual through the facilitative role of the teacher, it has a great significance for the present C.L.T based ESL classroom in general and developing learners' writing skill in particular. Similar to Vygotsky's Sociocultural theory, the present study makes use of picture stories as 'symbolic tools' to provide 'Mediation' and 'Other Regulation' in order to develop the writing skill of ESL learners. As stated in Vygotsky's Sociocultural theory, learning becomes fruitful, when the learner is involved in learning, this study also believes in this principle and therefore attempts to involve the learners actively in the learning process through the use of pictures as effective 'tools'.

In addition to the above said learner-centered-approach, many emerging fields like emotional intelligence, learning styles and so on are also closely related to the Vygotskian approach. One immediate implication for the ESL classroom is that it is necessary for every ESL teacher to know his / her learners' as each one is unique in his/her own way. Robert Sylwester (1995), (as cited in Gregory and Chapman, 2002: 19) a cognitive researcher noted that students have "designer brains", as their cognitive capability differs from one to another. So also the teacher has to keep in mind that learners learn in different ways, process information differently and have distinct preferences about where, when and how they learn. It is necessary for the teacher to be aware of different learning styles of the learners'. As classified by Rita Dunn and Ken

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Dunn (1987), (as cited in Gregory and Chapman, 2002: 20) there are four types of learners – Auditory Learners, Visual Learners, Tactile Learners and Kinesthetic Learners. Significantly, the more the teacher can involve all learning styles and modalities, the more opportunities she/he gets to engage learners in using their whole brains.

Bernice McCarthy (1990), (as cited in Gregory and Chapman, 2002: 24) identifies four learning styles – the imaginative learning (experiencing), the analytical learning (conceptualizing), the common-sense learning (applying), and dynamic learning (creating). According to McCarthy (1990: 24), learners are capable of working in all the above said four areas some of the time; so teachers have to be clever and provide learning experiences in the four areas to accommodate all learners and to increase their range of learning styles. Even in the film ‘Taare Zameen Par’ directed and produced by actor Ameer Khan and edited by Deepa Bhatia (2008), the learner’s learning style and learning problems are not recognized and identified by the teacher and parents for a long time because of which the child’s learning is affected terribly till it is recognized and corrected by another teacher later. Emotional intelligence refers to the ability to recognize, employ, comprehend and manage emotions of one’s own and others emotions to empathize and get along with other people. Emotional Intelligence is a key human skill, which helps to motivate oneself, learn how to persist, how to resist temptation and stay fixed on a goal, and how to work together towards a common goal. Emotional Intelligence and Communicative Language Teaching go hand in hand in the classroom as they help to build confidence, create a positive classroom atmosphere and encourage co-operation.

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Therefore, the ESL teacher has the responsibility of keeping these aspects in mind in the process of teaching and learning. Close to Vygotsky's Sociocultural theory, the Emotional Intelligence theory also stresses on the role of the teacher as the facilitating 'Other'.

Therefore, it is necessary for the teacher to know the learner, understand his/her emotions and learning style before teaching and when this is taken care of, then learning and teaching becomes interesting, enjoyable and fruitful. Hence, Vygotsky's Sociocultural theory has multiple implications for teaching and learning of language.

### **3.4 Conclusion**

In this chapter, firstly the review of related literature is presented. Secondly, the theoretical frame of the study followed by its implications and significance for ESL teaching and learning.

In the following chapter, the research design of the study is presented. The teacher's profile, the learners' profile, teaching / learning practices, attitudes to teaching and learning English are discussed. It also describes the tools and methodology adopted for data collection.

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# CHAPTER FOUR

## RESEARCH DESIGN

### 4.0 Introduction

As mentioned in Chapter one, the aim of this study is to help learners improve their writing skill through picture stories. This Chapter explains the nature and mode of data collection related to the aim and hypothesis of the study. A detailed description of the learners' profile, teachers' profile, classroom observation, teaching-learning practices, the research procedure and attitudes to learning and teaching are also presented in this chapter.

### 4.1 The Research Design

This research is designed to help learners improve their writing skill, with the help of picture stories. It was hypothesized that pictures would stimulate learners to write the stories in the given sequence. They would help them to imagine, provide the context and reduce their cognitive burden thereby giving more time to concentrate on language use. The learners were involved in the writing activity in twenty sessions, during a period of twenty-five days, where they were provided with the necessary vocabulary, linkers, phrases, sentences and picture stories. Discussions and language games were part of the

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teaching process. Discussions on the pictures in the picture stories were carried out in the classroom in a relaxed manner through the question - answer mode that encouraged the learners to participate in the discussion. Their responses in the form of ideas, observations and relevant linguistic inputs such as words, phrases, sentences etc. were noted on the blackboard. The researcher's list of linguistic inputs was then added. After elaborate discussion, generation of required ideas and sufficient linguistic inputs, the learners were asked to write the story in the picture, in their own words. This procedure of teaching writing followed, often with slight changes in the technique here and there, during the succeeding days. The researcher observed an overall improvement in the learners' motivation, attitude, and confidence level towards writing in English, and some improvement in their L2 performance. It was understood that if a little more support, guidance and encouragement was provided to the learners, as was the case with the group under study, there could be noticeable change in their language performance.

The study brought to the fore the extent to which the learners are successful in improving their writing skill with the help of picture stories.

## **4.2 The Pictures**

The picture stories selected for the study were from the book "*The Picture Composition*" by L. A. Hill (1985). The following ideas were kept in mind while selecting the pictures:

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- Pictures stimulate thinking, ideas and provide a context for learners to write.
- Similar types of picture stories were given to familiarize learners with the genre of picture story writing and to avoid confusion.
- Complete picture stories were given to learners as they would provide mental links, save time, and help for continuity in writing.

### 4.3 The Subjects

The learners, who constituted the subjects of the study, are students of class IX, section C, Government Boys High School, Kuppam, who have been studying through regional language medium of instruction for about four to five years with English as the second language. The language proficiency level of these learners in English is supposed to be on par with the expected level of the English textbooks prescribed for them. These learners were introduced to learning English from class VI onwards.

It was assumed that these learners had a considerable exposure to the story genre and some knowledge in writing as their English textbooks from upper primary level onwards have some stories as learning materials. It was also assumed that they were familiar with writing answers to questions, short paragraphs, letters, essays etc. The learners were selected from class IX with the assumption that their cognitive maturity would help them to comprehend picture stories in a better manner and would write about them.

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The learners were forty-five in number, within the age group of 13-15 years. Some of them are first generation learners, and all of them are from socially and economically disadvantaged backgrounds. The learners of class IX, section C were chosen for the study according to the suggestions given by their English teacher and the Head Master of the school, as these learners are low achievers when compared to the learners of sections A and B. Also the pre-test showed that section C learners have had poor proficiency in writing. The following table illustrates the constitution of Section C boys of class IX, Government Boys High School, Kuppam

**Table: 1 Classroom Constitution: Section ‘C’**

<b>Students</b>	<b>Number</b>
Boys	45
Present daily	30 – 35
Absent daily	10 – 15

Section C consists of forty-five students, who belong to different communities, religions and villages. Some of the learners are from different L1 (Telugu, Tamil, Kannada) backgrounds. Of these boys 10-15 of them are regularly absent at school. It is found that not all the learners of class IX, sections A, B, C prefer to communicate with each other as they sit in different classrooms and come from different villages. Though learners of section C communicate with each other, they use only their L1 (Telugu) to communicate and not L2 (English). Also, students who belong to the same community Language in India [www.languageinindia.com](http://www.languageinindia.com)

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and same village prefer to sit together. This clearly reflects the attitudes and the traditional background of the learners.

Based on these assumptions, a Pre- test was administered to all the learners of Class IX, Section C, both in L1 and L2. The Pre-test constituted the writing of a picture story, first in L2 and then in L1 and this was deliberately done in order to avoid practice or rehearsal effect. The test revealed that these learners were better in L1 and poor in L2.

The learners were given a questionnaire to fill up. This was done in order to collect data about their socio-economic and educational background. This has helped the researcher to compile learners' profile.

### **4.3.1 The Learners' Profile**

Before conducting the teaching programme of writing through picture stories, a questionnaire was administered to the subjects. The examination of the questionnaires revealed that although all these learners have had four to five years of exposure to English, none of them were in the habit of reading English books, other than the prescribed textbooks. Almost all of them have hardly any access to storybooks, comic books, children's fiction etc. Very few of them watch English channels on television such as Tinkle, Chandamama, Amar Chitra Katha and Jack-Pot etc. Most of the parents of

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these learners are either illiterate or have very little education. From this data, it was well understood that these learners do not get enough exposure to the use of English at home.

### **4.3.2 Attitude to Learning English**

From the interaction with the students and analysis of the students' questionnaires, it was found that the learners of Class IX, Section C of Government Boys High School, Kuppam, have a positive attitude to learning English as a second language. Most of them are not aware of the importance of English in the current world and the benefits of learning this language. They showed sufficient willingness and interest to learn the language. It appeared that these learners would be more willing to learn if innovative and interesting teaching strategies and techniques are used in the day to day teaching of English in the classroom. Further, it was felt that the provision of more facilities like supplementary reading materials in the form of interesting story books, abridged fictions, short biographies etc. and other learning aids would motivate these learners to a greater extent to achieve proficiency in English.

## **4.4 The Teachers**

A majority of the teachers in the Government Boys High School, Kuppam were well experienced. All the teachers are Post Graduate Trained teachers (PGT's) with M.A and B.Ed. degrees. Though these teachers are aware of the latest pedagogical practices,

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they do not use them. Lack of training in the recent modes of teaching on the part of these teachers is responsible for this problem. Most of teachers follow the traditional methods of teaching, like explaining the contents, dictating notes and answers to questions.

#### 4.4.1 Teachers' Profile

The profile of the two English teachers who teach the Class IX, Section C students is given below in the table:

**Table: 2 Teachers' Profile**

<b>Name</b>	<b>Mother tongue</b>	<b>Teaching experience</b>	<b>Subject</b>	<b>Educational qualifications</b>
Mrs. Sumathi	Telugu	30 years	English	M.A, B.ed
Mr.Eswara Chary	Telugu	10 years	English	M.A, B.ed

As is evident from the table, both the teachers have Telugu as their L1 and have between ten to thirty years of teaching experience. Both of them have done M. A. in English and B. Ed. (Bachelor of Education) training.

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#### **4.4.2 Attitude to Teaching English**

It was observed that the English teachers, who teach the subjects of this study, do not have a positive attitude towards teaching of English. They have a very low opinion of the learners. These teachers do not seem to use interesting activities and teaching methods in the teaching of English. Teaching English for them is to read and explain the lessons from the textbook and then make learners to mug up answers for questions from guidebooks. Moreover, their main motto of teaching English is to prepare learners to pass in the examinations, and so all their teaching is examination oriented. From this, it can be understood that these teachers do not show any interest to impart language skills to their learners, which are essential for achieving basic proficiency in English. In addition, it was noticed that these teachers rarely teach in English. The English lessons are taught in the mother tongue (L1) to a great extent.

#### **4.5 Location and Environment of the School**

The school is situated in Kuppam, Chittoor district, of Andhra Pradesh. The medium of instruction at the school is Telugu. The school is under the management of the State Government. Though the school is not well-furnished in terms of seating arrangements, furniture and other facilities like teaching aids, access to computers by the students, well developed library etc, it is located in an open environment having lot of space around. Majority of the learners who come to the school are from nearby villages.

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The school caters to the needs of the lower-middle class and lower class students. The total strength of the school is above three hundred. The strength of the class selected for the study is forty five. The management of the school is quite impressive.

#### **4.6 Classroom Observation**

The classrooms are spacious enough to accommodate as many as forty-five students, and there is enough space for the teacher to move around, to go from learner to learner and to know what is happening in the classroom. There are no benches or seating arrangement for the learners. The learners sit on the floor. Only the teacher is provided with a chair and has no table. There is a blackboard for the teacher. Normally, the teacher addresses students positioning herself near the blackboard. The text is read out and explained by the teacher. In other words, the same age old teacher dominated teaching practice is prevalent in the said classroom.

Though the classroom is large, and well ventilated, the room is very hot with a lot of disturbance from outside because of the construction work going in front of the classroom, noise of the traffic sweeping in from the nearby road, and the noise of the learners from the adjacent classes. So, we can understand that there are a number of distractions for the learners to be inattentive and for the teacher to strain her voice to keep the learners attentive.

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## 4.7 Techniques Used in the Teaching - Learning Process

From the classroom observation and informal talk with the learners as well as teachers, it was understood that the Structural Approach is in vogue in the process of teaching English as a second language. The classes are teacher dominated, because the teacher always explains and gives more and more practice in what is taught. The only way of learning is by 'rote-learning' and no creative activity is organized in the class. Learners are always forced and advised to mug up answers to questions. So, we can understand that these learners do not get any opportunity for the natural use of the target language. Their knowledge of L2 is only theoretical and hardly practical. Activities to develop their language skills are rarely done. Their usage is restricted only to the learning of questions and answers, grammatical rules and rule restrictions. Language games, problem solving tasks, project assignments are not a part of the teaching procedure. Hence, we can conclude that the teaching learning environment is not very conducive for the learners to develop proficiency in English. The learners depend mostly on their teachers and expect spoon feeding in the form of notes, readymade answers and where these are not available, they turn to bazaar notes in order to get through the examination. Under such circumstances the teacher is satisfied with completing the syllabus in time, and all that she does is paraphrasing the lessons, explaining the contents and dictating notes, which are quite often taken down incorrectly by the learners. Their performance in the language is then evaluated in terms of how well or ill they can

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reproduce these notes in the examination. Thus the basic objectives of teaching English as a second language – developing learners’ proficiency in the language - is largely ignored. As a result, except those who are intelligent and cognitively sharp, the majority of the learners have very low proficiency level in English. As Widdowson (1972) has said, the students “ who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language, and to understand its use in normal communication, whether in the spoken or the written mode”.

#### **4.8 Curriculum and Syllabus**

The state syllabus prescribed by the Government of Andhra Pradesh for Secondary School Education is followed in the school. The syllabus is learner-friendly and communicative in nature. But unfortunately, the communicative language syllabus is taught in a structural manner, resulting in the loss of the efficacy of the prescribed syllabus. All the four language skills (LSRW), along with grammar and vocabulary are incorporated in the syllabus. However, during teaching in classroom they are neither given equal importance by the teachers nor taught in an appropriate manner.

Coming to the English textbook of class IX in particular, the textbook demands for the basic knowledge of all the four language skills and elements by focusing on a variety of communicative tasks. However, the learners are not given much practice in these tasks. If analyzed from the examination point of view, sufficient rote learning or mugging up of

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questions and answers is highly in practice, which is more than sufficient to get above fifty percent of marks in the examination and get promoted to the higher class. Adequate practice in terms of reading, writing, listening and speaking is rarely done which would help them to develop language proficiency in English. Only one task based question is incorporated in the final examination that demands for proficiency and creative imagination in writing. [The task requires the students to develop a story with the help of the hints given]. It is necessary to keep in mind that these learners would face serious problems when in class X and above if their writing proficiency is not up to mark.

Though the English textbook is not visually appealing, the lessons and tasks are learner friendly. Because of the lack of guidance, support and proper direction, the learners find certain activities in the textbook difficult. However, the learning material renders itself to the level of the learners though they feel that certain tasks in the textbook are beyond their level. At this juncture, it is necessary to remember that challenging tasks also make learning interesting. Also the National Curriculum Framework for School Education 2001, Chapter II and page. 50 states that “Language Education must aim at encouraging independent thinking, free and effective expression of opinions and logical interpretation of present and past events. It must motivate learners to say things their way, nurture their natural creativity and imagination and thus make them realize the basic difference between their verbal language and the language of mathematics. These are the reasons why language learning ought to find a central place in total educational processes”.

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Though ‘writing’ is the only criterion in assessing the academic achievement of the learners in the Indian context, it is not given much importance. Writing of different kinds like essay writing, letter writing, story writing, paragraph writing is given to our learners at various levels as part of classroom activities, homework, examinations, etc but teaching of writing is completely neglected. This may be one of the reasons as to why our learners struggle to write when given a writing task. The general opinion of the teachers as well as the learners is that writing is a complex skill. But, it is important to realize that proficiency in writing is very essential for success in higher studies, for better career opportunities and so on because almost all national level tests for recruitment are conducted in form of a written test. Only when one qualifies in the written examination is called for oral test or Viva Voce examination officially. All important messages, official orders, reports, letters, posters, pamphlets, advertisements etc. are done in the form of writing. Today’s fastest modes of communication like telegram, e-mail, chatting etc. also require writing proficiency.

Writing is very important for higher-level professions (jobs in print media, presentation of business proposals, projects, paper presentations at international conferences and seminars, creative writing etc.), for better performance in the classroom tests, end examinations, and even in the entrance examinations to pursue higher education. For these reasons, the need for teaching writing in L2 is essential.

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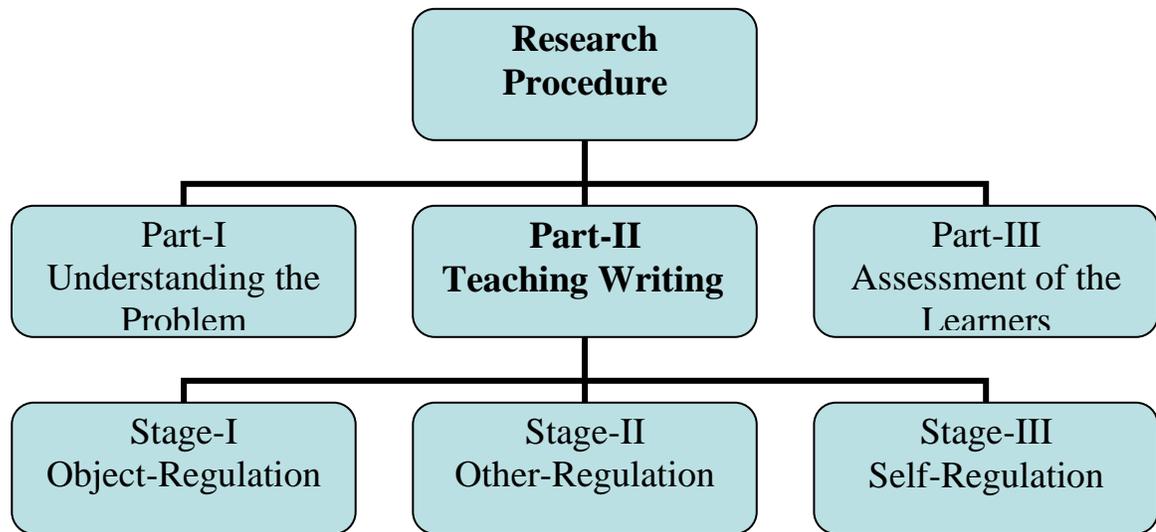
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## 4.9 Research Procedure

The study will be carried out in three parts.

**Figure: 1 Research Procedure**



### **Part I: Understanding the Problem**

During this phase, the researcher will attempt to understand the problems that the ESL learners face in the process of writing, when in examinations, classroom tests or in doing any writing activities. In order to have an idea of the learners' present writing skill, a pre-test consisting of a picture story-writing task will be administered. A questionnaire will also be administered to learners to understand their socio-economic background, the

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exposure to English, and their views and opinions about the teaching and learning of English. Informal interviews with teachers and learners will be conducted along with the analysis of classroom teaching tasks; the learners' answer scripts will be examined to have an idea of the learners' level of proficiency in L2 writing. Picture stories, picture cards, reading cards, story books will be used as part of the language games and activities. Twenty five sessions (one hour each) of classroom teaching using various strategic techniques will be done to help learners improve their writing.

## **Part II Teaching Writing**

This part is divided into three stages. a) Object Regulation; b) Other Regulation; c) Self Regulation.

### **Stage One: Object Regulation**

During this stage the learners will be exposed to the genre of picture stories. Based on the pre-test, in a period of five sessions, picture stories will be discussed, with particular focus on the learners' problems in L2. In addition to this, required vocabulary and grammar will be provided to the learners on the blackboard. The learners will be given practice in story telling. Story telling will be done in L1 as well as in L2 by the

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learners. Besides story telling, jumbled picture story tasks will be given to the subjects to understand their cognitive ability.

In the Object Regulation stage a lot of linguistic help and support will be provided to the learners to familiarize them with picture story writing. The researcher will play a major role during this stage by telling stories, discussing words and their meanings, grammar and its usage etc with the learners. In order to motivate and encourage learners to use L2, picture cards, storybooks and reading cards will be provided to create an interest in the learners.

## **Stage Two: Other Regulation**

This stage will consist of actual classroom teaching and writing. In this stage, picture stories will be given to learners; the required vocabulary, linkers, phrases and a small sentence for each picture will be put up on the blackboard under different sections. Added to this, the blackboard work will be done and the story will be discussed in L1 as well as in L2, following which the learners will be asked to write the story with the help of the given linguistic support.

Different picture stories will be used in a period of thirteen sessions. A number of picture stories will be used for story telling, discussing and writing during this period. Further, every day's writing task will be analyzed and feedback will be provided to the

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learners on the following day. Common language problems will be discussed for the benefit of the whole group. Particular errors will be discussed individually and helped out. Besides this, reading cards and story books like Akbar and Birbal, Chandamama etc, will be circulated among the learners to provide exposure to English. In order to ensure the reading of the given story books and reading cards, learners will be encouraged to tell the story to their friends in between the teaching sessions. After a period of teaching, a task will be administered to check if there is any improvement in the L2 writing proficiency of these learners.

### **Stage Three: Self Regulation**

During this stage, the linguistic support will be slowly withdrawn and L2 will be used to a large extent. In a period of three sessions, learners will be given picture story tasks and will be encouraged to tell stories without any linguistic help. After this, a post test will be conducted to check the improvement in the writing proficiency of these learners.

### **Part III Assessment of the Learners**

The learners writing will be assessed in terms of grammar, vocabulary and organization of the text. According to the level of the learners, few aspects of the above

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said fields of language will be taken into consideration in assessing the L2 writing of the learners in the study.

#### **4.10 Conclusion**

In this chapter, an attempt is made to introduce the research design of the study. The subjects of the study are discussed with learners' profile, teachers' profile, their attitudes to the teaching and learning of English. A brief note on the classroom observation, location and environment of the school, techniques used in the teaching learning process, the curriculum and syllabus is given. Further, the research procedure adopted for the study is detailed.

The next chapter deals with the presentation and interpretation of data. It furnishes the information about the analysis of students' questionnaires, classroom-teaching tasks, teaching / learning conditions and other aspects of the study. The chapter also offers details of three major components of the present research.

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# CHAPTER FIVE

## DATA ANALYSIS AND INTERPRETATION

### 5.0 Introduction

This chapter begins with a discussion on the procedure for data analysis and interpretation. The tools used for data interpretation are thick description and field observation. A discussion of the learners' questionnaire is presented. Analysis of classroom teaching tasks along with a discussion on the course book followed by a critical appreciation of the tasks and activities incorporated in it are detailed. Subsequently the gap between the present level and the expected level of proficiency of the learners and the challenges offered by the prescribed textbook is made evident. Other general factors like teaching / learning conditions, informal interviews with teachers and learners, discussion of the English question paper, learners' answer scripts and mark lists are also elaborated followed by the analysis of the pre test scripts. Then a detailed description of the three phases used in the teaching of writing is offered. This is followed by a discussion and analysis of the improvement task and the end test administered to the learners.

### 5.1 Procedure for Data Analysis

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In the present study, a qualitative approach to data analysis is employed. The questionnaire, the pre-test, informal interviews with the teachers and learners, classroom observations, blackboard, picture stories, reading cards, and the prescribed English textbook were used as tools to collect the data. Thick description and reflective thinking were the two most important elements used in analyzing and interpreting the data. The researcher has recorded every day activities and experiences of the field observation in the form of writing a diary. The researcher also assumes a prominent role in this study as her experiences with regional medium students and their beliefs are taken into account while interpreting the data.

## **5.2 Questionnaire**

The questionnaire was designed to elicit information on the learners' background, the present teaching/learning methodology, and the kinds of writing tasks used in the classroom and so on. (See appendix). Care was taken to make the questionnaire simple and clear for the learners. The learners were given sufficient guidance to provide the information to all the queries of the questionnaire, because they are not aware of and not used to this kind of experience. The questionnaire was administered to 45 learners of section C, class IX; Government Boys High School, Kuppam. From the questionnaire, it was learnt that:

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- learners come from socially disadvantaged and economically poor backgrounds.
- most of the learners' parents have very minimum education.
- 90% of the learners revealed that writing and speaking in English are difficult for them.
- 92% of the learners said that they need help to improve their writing skill in English.
- 95% of the learners never get the required exposure to English.
- 100% of the learners established that they are not taught writing in English
- 90% of the learners said that authentic materials such as pictures, charts and objects are never used in the English class.
- 100% of the learners accept that learning to write better helps them pass with good marks in the examinations.

### **5.3 Analysis of Classroom Teaching Tasks**

Classroom observation helped to understand how teachers teach and learners learn English. It was observed that Structural Approach and traditional methods of teaching are usually followed in teaching English. Rote learning and copying notes from blackboard, writing teacher dictated notes, mugging up answers from guidebooks are followed largely.

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In addition, it was found that the English lessons are taught in L1 (Telugu). The English teacher in the classroom uses very little English. To the researcher's question – 'Why are English lessons taught in Telugu?' the English teacher replied – 'Learners cannot understand the lesson if it is taught completely in English'. All the difficult words and phrases in English are explained and dictated by the teacher in their mother tongue equivalents. From this, it can be understood that these learners are not given the required exposure to English even in the English classroom. They are neither given the opportunity to guess the meanings of difficult words, nor are they encouraged and taught to use the dictionary.

Further, the teaching of English is completely examination oriented. Learners are given questions and answers to mug up and reproduce them in the exam. Hence, no importance is given to the teaching and learning of language skills, which are quintessential to achieve proficiency in English.

#### **5.4 Analysis of the Answer Scripts of the Recently Conducted Examinations**

Permission was obtained from the school Head Master to examine the learners' answer scripts of the recently conducted examinations in order to have an idea of the

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learners' existing proficiency in L2 writing. The answer scripts gave a good picture of the learners' existing level of proficiency in L2 writing. In addition, the scripts helped the researcher in giving a greater insight on how to plan, design and proceed with teaching the various aspects of the English language like tenses, spellings, prepositions, subject-verb agreement and so on. From the scripts, it was found that the learners lack skills in comprehending the text, writing, spelling, punctuation, sentence structures and grammar. In addition, learners do not know how to write grammatically correct sentences. The scripts revealed that the proficiency of the learners is below the average level. Most of the learners scored less than 50% of marks in English. The following are a few samples taken from the learners' answer scripts.

Some spelling errors committed by the learners in writing examinations are shown in bold in brackets (Quarterly examinations, September 2007). Given below are samples from the answer scripts.

**Bisatus, Bisicot** (biscuits); **telles** (tales); **storys** (stories); **condison** (condition); **pod** (pond); **corown** (crown); **yourer** (your); **snek** (snake); **smok** (smoke); **afrad** (afraid); **agin** (again); **brillant** (brilliant); **punsised** (punished); **garls** (girls); **sutday** (Saturday); **heppy** (happy); **peper** (paper); **plees** (please); **weter** (water); **whrite** (write); **aliphant** (elephant); **singa pore** (Singapore); **ndustry** (industry); **caued** (could); **compononts** (components); **traveled** (travelled); **drivar** (driver); **sentr** (centre); **sed** (said);

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It was understood from the scripts that these learners have major problems with reading comprehension. Learners are not able to read and understand a simple ten-line paragraph to answer simple one-mark questions. It suggests that these learners have poor reading habits. In addition, these learners have very limited knowledge of grammar and sentence because most of the learners could not match the sentences under A with the sentences under B correctly in order to make complete sentences.

**Match the parts of sentences under A with those in B. Write the letter of the sentences in B against the sentences in A**

1. They were too late	a) When the door bell rang
2. She went to market	b) I will not send you home
3. I was watching TV	c) to catch the train
4. Unless you complete the work	d) he could not wear fine clothes
5. Since he was poor	e) to buy some vegetables

A few answers given by the learners for the above task are shown below:

1. They were too late when the door bell rang.  
They were too late to buy some vegetables.  
They were too late I will not send you.
2. She went to market he could not wear fine clothes.  
She went to market I will not send you home.  
She went to market to catch the train.

Given below are a few samples from the students answer scripts, which show their lack of knowledge in punctuation and usage of correct tense:

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- the writer was the summer holiday is trip and lorry driver phy thon is childhood.
- Who is the white coatedman.
- The English man wanted to see in a holiday trip
- But Lincoln was very kind asked Scott about his some the school. he went to and his friend at school
- People side answer mouth the country of the big answer the right coatedman
- The young soldier felt afraid when he saw the president.

From the answer scripts, it was understood that the writing skill of most of the learners is below the expected level of proficiency. The sample below shows the learners lack of knowledge to organize and write a coherent paragraph.

All animals in forest one animals very bad and snake decided to see who beautiful monkey, peacock, is and tiger, and lion, all happy snake sed. Because she was ugly snake give snake his crown. ugly snake meet a cook kind snake a large pot and happy drops crown kar looks for the your snake could no find and. snake no for is kak very because in a snake very afraid to tell roda cook wants of snake cok in a call again and again any call snake never comes.

## 5.5 Discussion of the Course Book

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The main Objectives of teaching English at this level, as stated by the author in the book are:

- ☞ *to help learners enjoy learning English,*
- ☞ *to help learners listen to English spoken by their teachers and classmates and understand it,*
- ☞ *to help learners to speak English with their teachers and classmates,*
- ☞ *to train learners to read and understand the given reading materials,*
- ☞ *to help learners to read, recite, understand, and enjoy simple poems in English, and,*
- ☞ *to help learners to learn elements of language, such as sounds, words, spellings, phrases, sentences and their structuring, etc.*

Skills that are focused at this level, as stated by the author in the textbook, are:

1. *Listening: read the passages aloud to the students and let them just listen. Do not use the passages for reading, writing, or testing.*
2. *Reading: develop right silent reading habits and train pupils in reading aloud.*
3. *Writing: focuses on giving practice in different kinds of writing: expository, descriptive, narrative, and imaginative. Giving regular practice in writing.*

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## **Learning Words**

Section 3 of each unit contains a story with some words that are new to the learners. The most important of these words are taught under the section ‘*Learning Words*’. Words to be taught to the learners through tasks concentrate on: word families, collocations, phrasal verbs and adverbs through techniques such as semantic grouping, word puzzles etc.

### **5.5.1 Writing**

Almost every lesson in the reader and workbook contains a separate section for writing. According to the author, the focus of this section is on giving pupils practice in different kinds of writing – expository, descriptive, narrative and imaginative. Varieties of interesting and meaningful written exercises have been suggested in the workbook. The topic suggested in each exercise is closely linked to the main theme of the reading passage. Also, the English reader indicates at which point in the unit the exercises in the workbook are to be done. The author gives a note to the teacher to maintain good writing habits like good posture, correct pen hold, right direction, number of strokes, correct proportion of letters, consistent slant and so on throughout the course. In addition, the author suggests the teacher to never hurry the pupils in their writing.

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Talking about the writing activities in the reader and workbook, a number of writing activities like letter writing, composition writing, story writing, paragraph writing, and so on, are incorporated in the class IX course book. Considerable importance is given to all the four language skills (LSRW), Grammar and Vocabulary in the book. Therefore, it can be understood that the textbook is learner-centered and follows the C.L.T approach to the teaching and learning of English as a second language.

### **5.5.2 Analysis**

A lot of planning and preparation have gone into the present syllabus designing and material preparation. However, learners find it difficult to cope with the language in general and with the writing tasks in particular. The root of these difficulties lies in the lack of opportunities for learning L2 for these learners. In addition, the present teaching and learning practices are purely examination oriented and so they fail to impart the necessary skills, which are essential to achieve proficiency in L2. The section titled ‘a note to the teacher’ which describes in detail the objectives, principles of teaching, the abilities and skills to be imparted to the learners and the activities planned in the book are ignored by the teachers. Some of the important activities in the book like ‘teacher demonstration’ which is a part of every lesson, pair work tasks, speaking tasks, listening tasks, role plays, silent reading activities and so on, are also neglected by the teachers. As a result, the efforts put into syllabus designing and material preparation to teaching

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English effectively are thwarted. When the learners were tested on a few sample tasks from the textbook, it was understood that these tasks offer a high level of challenge to the learners. Though the learners may be able to cope with the cognitive demands, they will not be able to cope with the linguistic demands these tasks make on them unless and until they are equipped with basic linguistic proficiency and problem solving skills. So, with all these pitfalls, the efficacy of the material is lost.

## **5.6 Gap between the Expected Level and the Present Level**

It has been observed that there is a huge gap between the expected level and the present level of proficiency, which is required to be filled in order to meet the demands of the textbook. Various reasons are responsible for this gap:

- These learners did not have the opportunity for learning L2 at the lower level of their schooling as English is introduced only from class VI onwards. Also from class VI, the objectives of the textbook are never met and fulfilled.
- Structural Approach and outdated practices to teaching of English are followed even today in regional medium schools.
- The Government norms to promote every learner with 80% of attendance to the next level, is counter productive and leads to low academic achievement.

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- Lack of practice in the classroom and the learner's orientation towards learning L2 as a requirement for writing examinations and passing, rather than being able to function well in real life situations.
- Either lack of exposure to L2 at home or at school are some of the reasons that are responsible for the gap between the expected level and the present level of proficiency of these learners.

### **5.7 Discussion on the English Question Papers**

The Government of Andhra Pradesh prepares the class IX English Question Paper. The Question paper is divided into two parts – Part A and Part B, for 20 and 30 marks respectively. The English paper is divided into two papers. Paper one consists of questions from the reader and grammar in general. Paper two consists of questions from the non - detailed book; also reading comprehension, letter writing, paragraph writing and story writing are included in paper two. From this, it can be understood that reading, writing, grammar and vocabulary are given due importance, in the English paper. The test paper is well set, in order to test the learners' abilities. The test is a diagnostic and achievement test, as it aims to check what has been taught and achieved by the learners.

The test is simple and according to the level of the learners. The reading comprehension passages are simple, ten to twelve line passages. The questions from the reading passages are simple which carry one mark and test comprehension. The Language in India [www.languageinindia.com](http://www.languageinindia.com)

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vocabulary items in the paper are simple, at the same time challenging for the learners. Certain tasks in the question paper test the learners' actual proficiency in writing. For example: The task of writing a story with the help of hints given and letter writing demand learners to be imaginative and proficient in L2 writing.

However, from the answer scripts, it is understood that the question paper is quite difficult for the learners to answer. This may be due to various reasons like lack of practice in the classroom and lack of help from parents at home and so on. In addition, certain sections in the question paper are confusing and difficult for the learners to understand. Discussions on some types of questions and areas that can be confusing for the learners, in the question paper are highlighted below.

1. Questions twelve and thirteen in Paper one are difficult, because the instruction reads 'Read the following passage' but only a single line from the text is given and two to three questions are asked, based on the line. This question forces the learners to remember the exact context in order to answer the question, which is confusing when a number of lessons are prescribed.

A three to five line passage with the name of the lesson may help the learners to answer the questions in a better way. A sample from the question paper is given below:

### **Samples from the question paper**

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**Read the following passage.**

“A good wife”, she said, “would be a great help to progress”.

$$3 \times 1 = 3$$

**Now answer the following questions.**

- a) Who is ‘she’ in the passage?
- b) Who was in need of a good wife?
- c) How would a good wife be helpful?

2. Question twenty-nine in paper one contains a long instruction which can be confusing for the learners. The instruction is as follows:

**“Look at the two sets of words given below. In each set, the letters underlined in two words are pronounced in the same way. Find the words and copy them out.”**

**(2x1/2=1)**

- a. chair, chorus, chemistry, machine
- b. rain, trail, fiat, diary

In the above tasks, the sounds are indicated by underlining all four words in each set. So, may be the instruction should be more clear/explicit stating that ‘of the four

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words underlined the learners have to pick two words in which the underlined letters are pronounced in a similar way' in order to avoid confusion.

Coming to the discussion on the questions in English paper two, certain words used in the reading comprehension passages like *jester, thumbnail, spades, flats, captivated, 'Might is Right', matted hair etc* may hamper the reading speed and comprehension in the examination for these learners because their proficiency level is low. In addition spelling mistakes like (*borken* for broken; *decided* for decide) may confuse learners.

Hence, it can be understood that it is important to pay attention in preparing the question paper and on deciding the test items in order to avoid confusion and difficulty for the learners.

## **5.8 Teaching /Learning Methods**

It has been observed that the teaching and learning methods of the classroom, in Government schools are still old fashioned and outdated in spite of the availability of modern teaching and learning equipment provided by the Government. English is taught through traditional methods of Grammar Translation, Structural Approach and Rote Learning etc. However, the school is provided with modern equipment like computers, tape recorder, a television set, a radio, a set of graded reading cards and others. They are

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not made use of by the teachers. The equipment is confined to the Head Master's office. Even the teachers do not have the technical knowledge to use the provided equipment nor do they have the inclination to integrate it with language teaching. Also, the teachers are not very enthusiastic about teaching language skills to the learners; their motto is to complete the syllabus on time. Because of all these reasons, the classrooms become entirely teacher centered, consequently learning English appears to be a boring and routine process for the learners.

The School also has a library with more than 800 books, but the fact is that it always remains closed. To the shock of the researcher, it was found that the library is dusty and full of cobwebs. All the books are safely stored in cupboards and trunks, which are locked always. To the researcher's question to the Head Master, "why are the learners not given the opportunity to use library books?" – The answer was "we do not have a librarian for our school and also these children are too small to handle library books, they can spoil and loose them". From all these, it can be understood that the teaching / learning conditions are not congenial and are not favourable for learning English.

## **5.9 Poor Proficiency in Skills in General and Writing in Particular**

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It has been observed that the proficiency of these learners is below the average level in all the four language skills (LSRW), Grammar and Vocabulary. For these learners, English is a subject among other content subjects rather than a language, which is useful in real life situations. These learners view English as a difficult subject of all the other content subjects because all the other subjects are taught and learnt in L1 where as English is mostly taught in L1 but needs to be written in English. The only way of learning English known to these learners is by mugging up questions and answers and reproducing them to pass in the examinations. In addition, these learners are never given practice in language skills; therefore, they are not aware of skills in English resulting in poor proficiency. Similarly, because of the lack of practice, proficiency in writing is also poor.

## **5.10 Reasons for Poor Performance of the Learners**

There are several reasons for the poor performance of the learners. They are:

- unwillingness to learn because of the rural atmosphere and lack of awareness about English as a Global language.
- physical and organizational problems in the learning of English.
- insufficient time for learning and teaching of English.
- imbalance and difference between the teaching and the materials.
- inadequate preparation by the teachers.

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- two most important causes responsible for low academic achievement of the learners in rural settings are lack of interest and lack of exposure.

### **5.10.1 Lack of Interest**

The learners do not show any interest in learning L2. It is due to the lack of awareness of the importance of English language on the part of both the parents as well as the learners. This lack of interest can also be due to the lack of support from teachers, peers and parents. Another reason can be the learner's orientation towards learning L2 being guided by the requirement of writing examinations rather than to be able to function well in real life situations. Most of the learners have inhibitions to speak in L2. Due to these reasons, the learners do not care to go back to their books and study what has been taught in the school.

### **5.10.2 Lack of Exposure**

Because these learners are from rural backgrounds, they lack the opportunity for learning L2. These learners do not have exposure to the spoken language either at home or at school. In addition, the school does not subscribe to any English newspaper or magazine. Though a few of the learners have access to television, many cannot afford cable and those who can afford are not allowed to watch English channels because

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parents consider that it would spoil their children. In addition, the learner's socio-economic background is also responsible for their low academic achievement and lack of intrinsic motivation.

### **5.11 Informal Interviews with Teachers**

The school Head Master and the English teachers were co-operative and considerate to accept and support the researcher's work at their school. The school has two English teachers. Both the teachers are from Andhra Pradesh and their mother tongue is Telugu. They are trained Post Graduate Teachers. These teachers were not able to give satisfactory answers to the questions asked during interviews.

The teachers seem to have a very low opinion about their learners and therefore, they do not expect much from them. When asked, the English teacher told that these learners are from very poor and rural backgrounds because of which their level is very low. The teachers do not seem to understand the reality, besides this, they compare the level of these learners with the level of English medium students. Such a comparison makes these disadvantaged learners feel ashamed of themselves, which can lead to developing a negative attitude towards language learning.

Moreover, the class IX, Section 'C', English teacher complained that the parents of these learners do not pay any attention to their children's studies. This suggests that

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the teachers do not seem to realize the fact that the parents of these learners are illiterate, daily wage workers and labourers.

However, most of the teachers are also not aware of the aims and objectives of the textbook they are teaching. Very few teachers work towards achieving the objectives. Teaching for them is simply discharging their duty. They do not use the Teacher's Handbook, which provides guidance on how to use the reader, the workbook and the supplementary reader effectively. They simply go on teaching using outdated methods. From this, it can be understood that the teachers and the teaching methodology also do not support the L2 learning of these learners.

## **5.12 Informal Interviews with Learners**

Learners were happy to answer the researcher's questions in L1 but were reluctant to answer them in L2. Learners revealed that English is the difficult subject for them. When asked 'why is English difficult?' they came up with a number of answers like "we do not know good words in English, we cannot write in English, do not know Grammar, do not know how to speak English, it is a foreign language and so on". Most of the learners revealed that they study only during the time of examinations. Some said that they do not have access to English storybooks, magazines and newspapers and therefore they do not read.

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In addition, the learners reported that if L1 is used in teaching L2, they can understand the English lesson properly. 95% of the learners come from villages whose parents are stonecutters, carpenters, tailors, labourers, housemaids and so on. None of the learners attend tuition classes because they cannot afford the fee and stay back in the town till late night.

After school, these learners are obliged to do certain household chores like taking the cattle to the field, collecting fodder for the cattle and firewood for the house, cleaning the cattle shed, assisting their fathers in the agricultural fields and so on. These children cannot refuse work.

The entire families of these learners live in a small hut or thatched houses. A few live in congested concrete houses. Thus, it can be understood that these learners do not have conducive environment at home to study. Surprisingly, when the researcher asked a boy why he was absent at school the previous day, the immediate answer was, 'my father beat up my mother last night and in the morning there was no one with the mother, so I remained at home'. From this it can be understood that a number of factors impede on the education of these learners.

### **5.13 Pre-test (L 2 test and L 1 test)**

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A diagnostic test was administered to the students in order to understand their existing level of proficiency in writing. A group of forty boys took the pre- test, which was conducted in L1 and L2. The purpose of the tests was to check whether the learners have cognitive maturity, imaginative capacity and comprehending skills. The test consisted of a picture story task, which was close to the learners' everyday life situation. Necessary care was taken to select a relevant and culture friendly picture story. The duration of each test was one hour, for which the instruction was given and written on the blackboard. In order to avoid rehearsal/ practice effects, first, the L2 test was administered for which the instruction was given and written on the blackboard in L1 and L2. After a period of two days, the L1 test was administered for which the instructions were given/written in L1. The affective factors of the learners were taken into consideration and so the test was administered in the morning hour (2<sup>nd</sup> period). In addition, care was taken to ensure that all the learners had the required material like paper, pen, the picture story, writing pad and other necessary things to do the test. The main aim of the test was to understand the learners' existing level of proficiency in L1 and L2 writing through a picture story.

### **5.13.1 The L2 Task (Pre- test)**

The task given in the L2 test was a picture story from the book '*Picture Composition*' by L.A. Hill (1978:8, 9). The story consisted of eight pictures arranged in a sequence. It suggests the story of two schoolchildren who attempt to steal fruits from the

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garden of a house on their way back home after school. One of the boys gets into the compound of the house, climbs the tree to pluck the fruits while the other one waits outside, and keeps watch. Unfortunately, when the owner of the house comes out shouting and catches the boy on the tree, the boy outside gets scared and escapes from the scene. Meanwhile, the worried mother of the boy on the tree comes in search of him and to her surprise, she finds her son being warned by the house owner.

Interestingly, the story is very close to the learners' experience because these learners are boys who come to school from different villages. Most of them come on foot and on bicycle. Therefore, there might have been such opportunities for these learners also to resort to the same kind of mischief sometimes. In order to stimulate ideas, create interest and relate the task to their real life, this particular story was selected, for writing. The background in the story like ordinary small school in rural setting, children going home walking through a narrow road which is next to a big house and so on are similar/common to the learners' living environment.

### **5.13.2 Task Demands**

Learners were expected to write the story suggested by the pictures in L1 (Telugu) and L2 (English) within a period of one hour for each test. They were also asked to give a suitable title for the story. The task demanded the learners to comprehend the story suggested by the pictures and then write the story in L1 (Telugu) and L2 (English).

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### 5.13.3 The Pre-test (L2 Task): Discussion and Analysis

The L2 task was conducted in order to understand the learners' existing level of proficiency in L2 writing. The duration of the task was one hour; learners were supposed to write the story suggested by the pictures in L2 and give a suitable title for the story.

From the researcher's observation and the learners' writing of the story in L2, it was understood that learners could comprehend the story very well; interestingly none of the learners took more than five to eight minutes to understand the story.

Coming to the discussion on the proficiency of these learners in L2, almost all the learners are below the expected level of proficiency. Learners have major problems with punctuation, spelling, tenses, prepositions, cohesion, coherence and such other aspects of English. From the scripts, it is understood that these learners are aware of certain rules, words, spellings and so on in the language, but because of the lack of practice, errors are existent.

ESL students may be better at idea generation and revision, but still their writing may contain excessive grammatical and lexical inaccuracies because L2 acquisition and learning is a process, which takes time. Therefore, expectation of perfect L2 writing is unrealistic for L2 teachers. Zamel (1982: 207) points out that "if, however, students learn that writing is a process through which they can explore and discover their thoughts and

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ideas, then the product is likely to improve as well”. Therefore, ESL learners have to be encouraged and supported to explore, discover and reflect their thoughts in their writing.

Ferris (1997: 201) found that “the vast majority of the teachers’ verbal comments on grammar (i.e. in the margins or in an end note, as opposed to corrections) lead to substantive and effective revisions in the participants’ later drafts”.

Lightbown and Spada (1994: 323) conclude, “Accuracy, fluency and overall communication skills are probably best developed through instruction that is primarily meaning-based but in which guidance and correction is in context”. Like the above-discussed argument, form-focused feedback is effective when it is contextualized. So also in the present study, feedback is provided to the learners in the context of picture story writing.

From the above discussion, it can be concluded that the ESL teacher has to play a significant role in providing feedback to ESL learners. The section below presents a detailed picture of the learners’ problems in L2 writing, under three broad categories – grammar, vocabulary and organization of the text. Based on the analysis of the learners’ quarterly examination scripts, the English teacher’s opinion and the pre - test scripts, the following aspects of grammar and vocabulary were selected for analysis.

### **5.13.3.1 Grammar**

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Grammar is the rules in a language for changing the form of words and joining them into sentences. Grammar is the core of communication for both conveying and creating meaning. Grammar, which is essential in meaning-making consists of various aspects like nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, punctuation, tenses, articles and so on. However, in the present study five important aspects of grammar – punctuation, tenses, prepositions, subject-verb agreement and linkers – are analyzed with samples from the learners writing. They are presented below:

### **a. Punctuation**

Punctuation is a set of symbols used in writing to indicate the structure of sentences. However, if punctuation marks are not used properly, a piece of writing can be very confusing for the reader. Therefore, punctuation is an important aspect in writing. From the written scripts of the learners in the present study, it is understood that they have major problems with punctuation. Few of the learners have not used even a single punctuation mark in their writing where as some students used a full stop after every two/ three words. Other than full stop, most of the learners do not seem to be aware of the other punctuation marks in English like semicolon, question mark, colon and so on. The table below gives a picture of the learners' problems in punctuation.

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Learners' Errors in Punctuation	The correct form
<ol style="list-style-type: none"> <li>1. One five minute before come to the Mr. Rama Rao. Catch the Sam.</li> <li>2. Road out side have a Beuatiful House.</li> <li>3. That is a one school. School is a wover. studentes are go to home. Two boys are. Walk on the road. Go to walk walking, on the road outside.</li> <li>4. How do you work.</li> <li>5. Sir. Sir. Please.</li> <li>6. One day evening school boys go to the mango trees one day evening school without two boys go to the mango tress up the mango...</li> </ol>	<ol style="list-style-type: none"> <li>1. After five minutes, Mr. Rama Rao came to catch Sam.</li> <li>2. On the other side of the road, there was a beautiful house.</li> <li>3. There was a school. One day after the school, two boys were walking on the road to go home.</li> <li>4. How do you work?</li> <li>5. Sir, sir, Please ...</li> <li>6. One evening, two boys walked to a mango tree. One boy climbed the mango tree.</li> </ol>

## b. Tenses

Tenses are forms of a word, which show the time (past, present and future) at which an action takes place. Tenses help to understand the correspondence between the form of the verb and our concept of time. Therefore, it is necessary to be familiar with the verb forms and their aspects to use tenses properly. In the present study, it was found that the learners have a major problem with tenses. Given below are some of the examples of the learners' use of tenses in L2 writing.

Learners' use of Tenses	The correct form
1. This is a school. One day evening let	1. There was a school. One evening,

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<p>to the long bell. All the children come out the school.</p> <ol style="list-style-type: none"> <li>2. The ninth class students are the Ram and Sam.</li> <li>3. one boy tell, I go and get the some mangoes</li> <li>4. First boy is go to that tree.</li> <li>5. The school head master see that.</li> <li>6. The school head master is scolded and completed the he's parents.</li> <li>7. The boy was climbed the tree.</li> <li>8. He keep the mangoes in pocket.</li> <li>9. Two pupils come to together.</li> <li>10. Owener and is dog is running to come to trity.</li> </ol>	<p>after the long bell, all the children came out of the school.</p> <ol style="list-style-type: none"> <li>2. The ninth class students were Ram and Sam.</li> <li>3. One boy told, I would go and get some mangoes.</li> <li>4. First boy went to the tree.</li> <li>5. The school head master saw that.</li> <li>6. The school head master scolded the boy and complained to his parents.</li> <li>7. The boy climbed the tree.</li> <li>8. He kept the mangoes in his pocket.</li> <li>9. The pupils came together.</li> <li>10. The owner and his dog came running to the tree.</li> </ol>
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### C. Prepositions

A preposition is a word or a part of speech used before a noun or a pronoun to show place, position, time and so on. The best way of learning the use of prepositions is through careful reading and noticing their usage in the context. In the present study, one of the major problems in the learners writing is usage of prepositions. They do not seem to know to use the right preposition in the right place. This is due to poor reading habits, poor exposure to L2 and lack of practice. The following are examples of the learners' usage of prepositions.

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- **It** house owner.
- Down **of** you **up**.
- This boy coming **for** my house.
- **Into** the mango tree.
- Looking **to** his friend.
- Look **in** the first boy.
- Lifting **to** the gate.
- Please release **by** my boy.
- Boy **is** go **to** the tree
- The children get **up in** the mango tree

#### **d. Subject – Verb Agreement**

Subject - verb agreement plays a crucial role in English. The subject in a sentence and the verb it takes have to agree in order to make meaning. If there is no subject-verb agreement, then sentences become meaningless. The following sentences show that these learners lack grammatical knowledge when writing on any topic. These sentences particularly show that the learners are not aware of subject and verb agreement. A few examples are given below:

- **Two boys are** walk on the road.
- **One boys are** going.
- **I am go to** mango tree.
- The first **boy was climbed** a mango tree.
- The house owner **was came out**.

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- The second **boy was ran away**.
- Sam told Ram **I going to** cut the fruits.
- **What are this boy** coming for my house.
- One day **this two boy are** go to the mango tree.
- **They teaching is** very well.
- **One boy see** the tasty mango tree.

### e. Linkers

Linkers are devices (certain words and phrases) that help to bring out the logical connection between one sentence or idea and the next, and similarly, between the topics of the paragraphs that follow one another. Sometimes we fail to do this because, while the connection of thought exists in our minds, we are not conscious of the need to make it explicit to the reader. But in a good piece of writing the thoughts, the ideas, the arguments, need to be coherently set and their logical relationship established. The following are the linkers used by the learners in the present study. They are able to use linkers correctly at some places but not always. The asterisk mark indicates the incorrect sentences.

- I go **and** get some mangoes.
- **Since**, that positions the boy was do not went to bad habits and bad works.
- **After sometime**, the owner of the house came.
- **So** you climb the tree.
- **Instantly** he came and called the boy.

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- **But** the house owner was very angry.
- **Then onwards** they never did like that.
- **On the way**, they saw a mango tree.
- **Another** boy got up.
- **Suddenly** Ram was going to the house.
- Afraid **and** to come.\*
- Ram was **suddenly** to the going for our house.\*
- **And** climbed to tree taken to mango **so**.\*

### 5.13.3.2 Vocabulary

Vocabulary means all the words in a language. However, it is difficult to master all the words of a particular language. Therefore, in the context of the present study, keeping in mind the immediate needs of the learners, their level and the context in which they are placed, the term vocabulary is used in a limited sense, i.e. only spelling and use of relevant meaning making words in the provided context. The section below presents the learners' use of spelling and words.

#### a. Spelling

Spelling is the ability to form words correctly from individual letters. So spelling is very important to understand a word. The following are the spelling errors, which are

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found in learners' L2 writing. It shows that learners do not have a good sense of writing correct spellings of most of the basic or most frequently used words in L2.

**Fruite, fruti** (fruit), **eting** (eating), **owaner, owmener, wonar, onear, oner** (owner), **childrens** (children), **studentes** (students), **wover** (over), **climbd** (climbed), **toomarrow** (tomorrow), **reighed** (reached), **habbits** (habits), **prises** (praises), **caourage** (courage), **hose, hous, hovese,** (house), **gete, geet** (gate), **mago, mangeo** (mango), **ranning, runing** (running), **com** (come), **gals** (girls), **out side** (outside), **beutiful** (beautiful), **comepound** (compound), **cuting** (cutting), **minite** (minute), **sudently** (suddenly), **doughter** (daughter), **mammy** (mummy), **extion** (action), **difficult** (difficult), **shool** (school), **verry** (very), **studing** (studying), **ather, outhter** (other), **baksithe** (backside), **doun** (down), **anther** (another), **geting** (getting), **oupin** (open), **sloli** (slowly), **care fully** (carefully), **farents** (parents), **arang** (orange), **plase** (place), **agree** (angry), **belive** (believe), **theri** (their), **together** (together), **papils** (pupils), **on words** (onwards), **runed** (ran), **watiching** (watching), **teaken** (taken), **catched** (caught), **thiefe** (thief), **pleese** (please), **religed** (released), **completed** (complained).

## **b. Use of Relevant Words**

Some learners in the present study are aware of and able to use relevant, meaning making words in the context of the given picture story. The following words, which are used by the learners, show that these learners are relatively better in their vocabulary for their level of proficiency. Given below are a list of words which were relevant to the context of the story and which some of them had written correctly.

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*Excused, picked up, scolded, instantly, frightened, throw it down, went in, Proud, Courage, praise, terrified, carefully, positions, watching, climbed up, session, ...etc.*

### 5.13.3.3 Organization

Organization is an important aspect of writing which helps to arrange ideas in a chronological order. A good piece of writing has unity of ideas and paragraphs. Clarity in writing can be established through proper organization. However, it has been noticed that the learners in this study are not aware of organization. Some of the learners have written the story in the form of short points and some have written it like a long paragraph. The following are examples, which show the learners lack of knowledge in organizing a piece of writing.

#### Sample-1 (story written in the form of points)

- *One big school in a city. Many pupils studies in the school. Good teachers in the school they teaching is very well.*
- *One day evening in time, few pupils are going to their house. Two pupils come to together. One boy see the beauty mango tree in that two members.*

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- *Two boys like the mangoes. One boy tell. I go and get the some mangoes. Second boy so you climb tree. Carefully.*
- *First boy is go to that trees side in their school ground...*

### **Sample-2 (story written like a long paragraph)**

*Once their lived a two boys they were very good friends. They went to school every day. one day after living from school they went to home. on the way they saw a mango tree in the house. Then they told to each other some thing, then one of the boy climbed the gate and went in and climbed the Mango tree and picked up the mangoes and throw it down. After sometime the woner of the house came out and saw the boy on the mango tree. then he runed to words the mango tree and catch the boy....*

#### **5.13.3.4 L1 influence**

L1 plays a crucial in the initial stages of L2 learning. Even after four to five years of L2 learning, learners in this study have L1 influence. The following expressions used by the learners show that these learners take literal translation (from L1, Telugu) of some phrases such as:

- **Sir, sir, please...** (sir, sir, please)
- **One one step slowly...**(okkoka adugu mellaga)
- **Man go go ...** (po,po vayya)
- **Your book take and go go ...**(nee pustakam teesukoni vellu vellu)

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## 5.14 L1 Test (Pre – test)

As a part of the pre test, the L1 test was administered to the learners. It was administered two days after the L2 test. The instruction for the L1 test was given and written on the blackboard in L1. The affective factors of the learners were taken into consideration and so the test was conducted in the morning hour (1<sup>st</sup> period). Attention was paid in order to ensure that all the learners had the required material like pen, paper, the picture story, writing pad and other necessary items to do the test. The aim of the test was to understand the learners' existing level of proficiency in L1 writing and their cognitive ability in comprehending picture stories.

### 5.14.1 The L 1 Task

The task given for the L1 test was a picture story from the book, '*Picture Composition*' by L.A. Hill (1978: 8, 9). The story consisted of eight pictures arranged in a sequence. The picture story of 'Two School Boys' (Picture story no:1) which was given for the L2 test was given for the L1 test also in order to compare the learners' writing skill in L1 and L2. All (group of 40 boys) the learners who took the L2 test, took the L1 test also.

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### **5.14.2 Task Demands**

Learners were expected to write the story suggested by the pictures in L1 (Telugu) within a period of one hour. They were also asked to give a suitable title for the story. The task demanded the learners to comprehend the story suggested by the pictures and then write the story in L1 (Telugu).

### **5.14.3 L1 Task: Discussion and Analysis**

The L1 task was conducted to understand the learners' existing level of proficiency in L1 writing. The duration of the task was one hour. Learners were expected to comprehend and write the story suggested by the pictures in L1 and to give their story a title.

From the researcher's observation and the learners' writing, it was understood that the learners could comprehend the story very well. None of them took more than five to eight minutes to understand the story.

Coming to the discussion on the proficiency of these learners in L1, some of them are above the average level. Many of the learners do not have problems with spelling, punctuation, tenses and coherence. From the scripts, it is understood that these learners have the capacity to write coherent stories in their L1 (Telugu). It was noticed that

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learners have the ability to reflect their ideas in their writing. However, few lexical and grammatical inaccuracies were noted in the L1 writing of most of these learners. Also, the overall accuracy, fluency and communication skills of almost all of the learners are comparatively far better than their L2 performance

After understanding and analyzing the problems of the learners in L2 in general and writing in particular, their teaching / learning conditions, answer scripts, question papers, tasks used in the classroom and other aspects related to the teaching and learning of English, it was decided to teach writing for a period of time through the following phases with the help of picture stories.

### **5.15 Procedure used for teaching writing: the three phases**

Teaching of writing through pictures was done over a period of twenty-five sessions from 10<sup>th</sup> March 2008 to 19<sup>th</sup> April 2008. The study was divided into three phases – Object Regulation, Other Regulation and Self Regulation. In the first three sessions, the pre test, the questionnaire and a general interactive introduction to the importance of English in general and the importance of writing as a skill in particular were organized. The analysis of the pre-test scripts, the questionnaire and an informal chat with the English teacher helped to design the teaching methodology for the learners.

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## **Teaching writing: the three phases**

### **Phase-I: Object Regulation**

The Object Regulation stage was organized for a period of six sessions, during which learners were involved in story telling to a major extent. Learners were encouraged to tell the story suggested by the pictures in L1 and L2. The researcher involved herself with the learners by telling stories in L2 and checking comprehension through short questions. Sometimes L1 was also used to ensure comprehension and to clarify the learners' doubts. Learners were asked to give all the words related to the story before telling the story. It was observed that they were enthusiastic and relaxed to tell and listen to stories in between their regular class hours. Day by day, the number rose for story telling in L1 and not in L2. Learners were encouraged by giving an option of using L1 only when they felt the difficulty to express in L2 when telling the story in L2. This option again made the learners relaxed and supportive. So, more number of boys started to tell stories except two/ three of them.

In addition to story telling, reading cards and storybooks were distributed and exchanged among learners for exposure to English at home. Learners were encouraged to tell stories from the reading cards and story books. Some learners came forward and shared the stories they read, while some did not read at home. Nevertheless, all of them

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paid attention when the stories were told to the class. Sometimes they were encouraged to share their favourite lesson/story from their Class IX non-detailed reader. Very few learners shared the stories from it. After three sessions, the learners became confident to come forward and tell the story to their classmates. Everyday towards the end of the class, the researcher repeated the story in L2 in order to make sure that all the learners understood the story and were familiar with it. The picture stories, reading cards and storybooks used during the Object Regulation stage are given in the appendix. After six sessions, the learners were slowly taken into the Other Regulation stage, which is discussed in the next section.

## **Phase II: Other Regulation**

The Other Regulation phase was continued for a period of thirteen sessions. Learners were motivated and encouraged to listen, to read, tell, and write stories during this stage. In the Other Regulation stage, the researcher played a crucial role of the 'Other' by providing 'Mediation' in a number of ways. Vocabulary was elicited from the learners with the help of picture stories, questions and answers. In addition to the elicited words, the researcher also put up a list of new words on the blackboard everyday, the meanings of which were explained and discussed. A sentence for each picture was generated from the learners through the question and answer mode by the researcher. The generated sentences were noted on the blackboard. A number of sentences given by the learners for each picture were put up on the blackboard and then erroneous sentences were deleted after discussions, explanations and justification. The correct sentences were

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retained on the board. In addition, learners were asked to come up with suitable titles for the stories. A list of titles given by the learners was noted on the blackboard. After this, with the help of the generated words and sentences, the story was discussed and then told to the learners. After three sessions of discussion and story telling the researcher wrote the story on the blackboard using all the words and sentences provided by the learners. Dialogic speech was used in the writing of the story on the board. Later, the learners were asked to write the story using the words, sentences and the discussion provided. After the class, the learners' written scripts were analyzed for discussion and explanation at the beginning of the next class. Example: if it was found that learners have problems with tenses, then on the next day, tenses were taught within the context of the picture story. After three sessions of writing, it was understood that learners have major problems with subject and verb agreement, tenses, spellings, prepositions, punctuation and cohesion. So in the context of the picture story, the above stated aspects of grammar were taught. Various exercises like dictations, subject and verb agreement tasks were used for practice in the classroom. Picture cards (pictures of famous personalities), debates on cricket (as it was the time of the world-cup series) learners used to come to class with cricket news everyday and jigsaw puzzle games were organized for learning exposure during Other Regulation stage.

## **5.16 Feedback**

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Feedback is extremely important and helpful in L2 writing as it helps learners to understand their problems in language. Feedback helps to avoid fossilization, and continue developing the second language proficiency (Doughty and Varela, 1998; Doughty and Williams, 1998; Ellis, 1998; James, 1998; Lightbown, 1998; Lyster and Ranta, 1997; Tomasello and Herron, 1989). Feedback has to be encouraging, constructive and not offending. Therefore, attention has to be paid in providing feedback. In the present study, feedback was provided to the learners through explanations and discussions. Care was taken to help each learner improve on their errors. Everyday's scripts were analyzed and the common problems in the learners' writing were discussed in the next class. Some learners, who were very poor in English, were helped individually by giving wordlists, explaining in L1, dictating simple sentences and so on.

After the practice for four to five sessions, slowly the linguistic help given to the learners was reduced day-by-day. For example: only words and sentences were given on the board without help of grammar; sometimes only linkers were given on the board and so on. On the twelfth day, a task was administered to check the improvement of the learners. Little improvement was noticed in the learners' written language. The task administered to check improvement is discussed in detail below.

### **5.17 The Improvement Task**

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The task was given in L2 in order to check the learners' improvement after the Other Regulation stage. The task consisted of a picture story from the book '*Picture Composition*' by L.A. Hill (1978: 22, 23). The picture story consisted of eight pictures arranged in a sequence, which suggested the story of a clever fisherman who saves the lives of many people by avoiding a train accident. One day, behind the angler's hut, a dead tree falls across the railway track. On hearing the sound of a train coming, the fisherman runs to the other side of the tunnel and stops the train to avoid the accident. The railway authorities praise and reward the angler for the kind act.

### **5.17.1 The Task**

The task given to check the learners improved level of proficiency in L2 writing was a picture story from the book, '*Picture Composition*' by L.A. Hill (1978: 22, 23). The story consisted of eight pictures arranged in a sequence. The picture story of 'The Clever Fisherman' (Picture story no: 10) was given to the learners to understand and write the story in L2.

### **5.17.2 Task Demands**

Learners were expected to write the story suggested by the pictures in L2. The duration of the task was one hour. They were also asked to give a suitable title for the

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story. The task demanded the learners to comprehend the story suggested by the pictures and then write the story in L2 (English).

### **5.17.3 Task Discussion and Analysis**

This L2 task was conducted after the Other Regulation phase in order to check if there is any improvement in the L2 writing proficiency of these learners.

Interestingly, the theme of the story was simple to comprehend for the learners. Also, the setting of the story (a small hut, poor fisherman living next to railway line and so on) is close to most of the learners' living environment.

In this task, the proficiency of the learners in L2 seems to have improved to some extent, but linguistic errors are existent to a large extent because of various factors like poor reading habits, lack of English exposure, lack of more practice, L1 influence, fossilization and so on. The following section attempts to track the improvement, which is evident in the L2 writing of these learners

### **5.17.4 Grammar**

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There has been little improvement in the written performance of these learners when compared to their level during the pre-test stage. The following aspects of language presented below attempt to show the learners performance in L2 after the Other Regulation stage.

### **a. Punctuation**

<b>Learners Errors in Punctuation</b>	<b>The Correct Form</b>
1) One day a fisherman was going to his hat after fishing	One day a fisherman was going to his hut after fishing.
2) He was go to railway line and he is try	He was going to the railway line and he was trying...
3) He get stop. the train. And he was explained the fallen dead-tree.	He stopped the train and explained about the fallen dead-tree.
4) The fisherman seeing the train.	The fisherman saw the train.
5) He carrying some fishes.	He was carrying some fishes,
6) One day Goods train going on the Railway line.	One day a goods train was passing on the railway line.

However, learners are able to write some sentences with correct use of punctuation. Some of them are shown below:

- The fisherman stopped the train.

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- Once there lived a fisherman near the mountains and near to the railway line.
- After sometime, he came to the other side of the mountain.
- He explained to the guard.
- One day a fisherman was going to his hut.

From the above examples, it can be understood that the learners are able to write simple and complete sentences. In most cases, the capital letter is used at the beginning of a sentence and a full stop used at the end of a sentence. This little improvement is a leading step for these learners from the previous stage.

### **b.Tenses**

<b>Learners use of tenses</b>	<b>The correct forms</b>
1) The fisherman was stop the train and railway guard.	The fisherman stopped the train and the railway guard.
2) The people were come out of the train and saw what happened.	The people came out of the train and saw what happened.
3) Because he saving the lives of many people.	Because he saved the lives of many people.
4) The people were praised to him.	The people praised him.
5) When he walking towards his hut.	When he was walking towards his hut.
6) The fisherman was climbed of the mountain.	The fisherman climbed the mountain.
7) One day fisherman going to fishing and over the fishing.	One day a fisherman went fishing and was returning.

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8) Her going to climbed the mountain upside.	He climbed up the mountain.
9) He carrying some fishes.	He carried some fishes.
10) There at a dead-tree.	There was a dead-tree.

However, tenses are difficult to master within a short period of time for learners. Little change in the use of tenses is evident in the writing of some learners. Many learners could write at least two to three correct sentences in a given story. The learners as shown below use a few correct sentences with the correct use of tenses:

- So, the fisherman was applauded by the official of a railway company.
- He explained the train-driver about the fallen-dead-tree.
- Then he saw the train coming, so he ran fast.
- The fisherman went to the front of the mountain.
- He lives next to the railway line.
- Then the passengers an driver and guard came out and asked the fisherman why had he wanted to stop the train.

### C. Prepositions

Though the ability to use the correct preposition in the correct place is difficult, a few learners were able to use the right preposition in the right place. A few examples of the learners' use of prepositions are presented below. The marked sentences indicate the correct use of prepositions.

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- He completed **to** another train.
- **To** stop the train.\*
- **On** the railway line.\*
- Didn't **go** that side.\*
- The mountain **upside**.
- The lives **of** many people.\*
- Explained **about** the fallen dead-tree.\*
- **To** see the other train.\*
- One dead tree **is** planted.
- He **is** try.
- His hut was **behind** the railway line.\*

#### **d. Subject - Verb Agreement**

Though little practice was given, few of the learners could use correct subject - verb agreement in their writing. This shows that some learning, which is beneficial, has happened when compared to the initial stage. The examples show the learners use of subject- verb agreement. The marked ones indicate the correct use.

- **we were** didn't go that side.
- **The people were** shocked.\*
- the **train went** after that.\*
- **he like this explained**.

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- **one day fisherman going** to fishing.
- **he was explained** the fallen tree.
- **this is the see the fisherman.**
- **he got axedent (accident).**
- **A dead tree fell** on the railway line.\*

### e) Linkers

Learners could not use all the linkers that were taught, but some of them used linkers in their writing. The sentences below show that these learners are aware of and are able to use linkers correctly in their writing. Linkers used by the learners are written in bold and presented below.

- **so** the fisherman was applauded.
- **and** many people were saved.
- **another day**, a dead tree fell on the railway line.
- **then** they thanked the fisherman.
- **after sometime**, he came to the other side.
- **instantly**, he climbed up the mountain.
- **because** he saved the lives of many people.

## 5.17.5 Vocabulary

### a. Spelling

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Compared to previous stages, the learners have improved in spelling. The number of spelling errors are low than before. Given below is a list of erroneous words used by the learners. Here, it is necessary to understand that these learners study all their content subjects in their L1 and have very limited exposure to English. Therefore, errors are prevalent in their L2 writing and a sudden change cannot be brought immediately. The errors are shown in bold:

**Comeing, comming** (coming); **applouded, apploud** (applaud); **happly** (happily); **fellen** (fallen); **behing, behined** (behind); **fishs** (fishes); **axedent** (accident); **shoud** (should); **stoped** (stopped); **warried** (worried); **mountion** (mountain); **signeled** (signaled); **towards** (towards).

## **b. Use of Relevant Words**

It was understood that the number of relevant words used by the learners increased from the previous stage. Little help, guidance and motivation brought about change and improvement in the writing skill of these learners. Given below is a list of correct words used by them:

*Tunnel, dead-tree, official, railway company, applaud, praised, signaled, thanked, passengers, fishing oar, passing through, railway line, fell down, climbed up, shake-hand, frighten*

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### 5.17.6 Organization

It has been observed that there is a noticeable improvement in terms of organization from the Object Regulation to the Other Regulation stage. Few learners who wrote the story in points were able to write the story coherently. The order of the story and the organizing of ideas were coherent. Most of the learners wrote the whole story as one long paragraph. However, there has been little improvement. An example of a learners writing which has changed from writing in the form of points after the Other Regulation stage is presented below.

#### Sample One

*One day a fisherman was going to his hut. he carrying some fishes and oar with his hands. His hut was behind the Railway line and dead tree, beside like this is a tunnel. One day a goods train coming out of the tunnel. he was seeing, the train was went after the dead tree fell down on the Railway line. The fisherman was frighten instantly he was climbed on the mountain with fear. the fisherman went to front of the mountain. Because the dead tree was ...*

### 5.17.7 L1 Influence

L1 influence is an inevitable factor in the writing of ESL learners. It is necessary to understand that it is through L1 that these learners try to write in L2. Nevertheless, the

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learners are able to express their ideas in L2. Given below are examples of L1 influence in the L2 writing of the learners in the present study.

He like this explained. (Atanu ila cheppadu)

He ran fast on railway line quickly (Tvaraga veganga parugettadu)

He carrying some fishes (Konni chepalu Pattukoni)

### **Phase III: Self Regulation**

The Self Regulation phase was continued for a period of three sessions. In the first two sessions, story telling was conducted, and in the third session, the end-test was conducted. During this stage, learners were not provided any linguistic support, to tell the stories. Pictures were given and the learners were encouraged to be confident to tell the stories in L2. It was observed, that the learners have improved to a certain extent in L2 because they could use L2 words confidently when compared to the Object Regulation and Other Regulation stages, where more number of L1 words were used. So, there was a noticeable change in the L2 use of these learners. After this, the End-test was conducted to check the improvement of the learners in L2 writing.

#### **5.18 End Test**

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An end test was administered to the students in the last session in order to understand their improved level of proficiency in L2 writing. A group of twenty boys who had attended all the twenty five teaching sessions were selected for the end test, which was conducted in L2. The purpose of the test was to check whether the learners had improved after the teaching and practice sessions. The test consisted of a picture story task, which was close to the learners' everyday life situation. Like the pretest, necessary care was taken to select a relevant and culture friendly picture story. The duration of the test was one hour, for which the instruction was given and written on the blackboard. The affective factors of the learners were taken into consideration and so the test was administered in the morning hour (3<sup>rd</sup> period). In addition, care was taken to ensure that all the learners had the required material like paper, pen, the picture story, writing pad and other essential things required to do the test.

### **5.18.1 The Task**

The task given in the end test was a picture story from the book '*Picture Composition*' by L.A. Hill (1978:18, 19). The story consisted of eight pictures arranged in a sequence. It is the story of a schoolboy who tries to ride the bicycle without holding the handles in spite of the mothers warning. He drives rash and misses a dreadful accident because of a kind van driver who applies a sudden break to save the boy. The boy who falls on the road from his cycle is helped by the van driver, who handovers him to his mother. Finally, the mother safely takes the boy home.

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Interestingly, the story is very close to the learners' situation because these learners are boys who come to school from different villages. Most of them come on foot and on bicycle. Therefore, there are possibilities for these learners also to resort to the same kind of mischief. In order to stimulate ideas, create interest and relate the task to their real life, this particular story was selected, for writing. The settings in the story like boy riding bicycle, mother's warning, trying to ride without holding the handles and so on are similar to the learners' living environment.

### **5.18.2 Task Demands**

Learners were expected to write the story suggested by the pictures in L2 (English) within a period of one hour. They were also asked to give a suitable title for the story. The task demanded the learners to comprehend the story suggested by the pictures and then write the story in L2 (English).

### **5.18.3 End Test: Discussion and Analysis**

The L2 task was conducted in order to check the learners' improved level of proficiency in L2 writing. The duration of the task was one hour, learners were supposed to write the story suggested by the pictures in L2 and suggest a suitable title for the story.

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From the learners' writing of the story in L2, it was understood that they could comprehend the story very well, within a few minutes

A detailed discussion of the learners' performance and the improvement level is discussed in the section below with examples. The analysis is similar to the analysis of the pre test in order to compare and get a better picture of the learners' performance from the Object Regulation and Other Regulation stages to the Self Regulation stage.

#### **5.18.4 Grammar**

##### **a. punctuation**

Most of the learners could use correct punctuation in their writing in the end test. Some of the learners had problems, but compared to the Object Regulation and Other Regulation stages, the number of errors in the use of punctuation is low. A few learners are able to begin a sentence with a capital letter and end it with a full stop. Therefore, some awareness has been created among these learners about the use of the punctuation marks in L2. Learners' use of punctuation is presented below:

- One day a small boy going to shop.
- She warned to the boy.
- The boy saw the mother going into the house.
- The van driver came out of the van.

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- The two boys are seeing. What happened the boy?
- They boy was fallen down because the boy was afraid.

## **b. Tenses**

Though there are a few errors, most of the learners used correct tense to a certain extent in writing the story. Compared to the previous stages, where learners could write only simple sentences, the improvement is far better for their level of proficiency. Few of the learners could write long and complex sentences in the story. The sentences with correct usage of tense are marked with asterisks and shown below.

- The boy was riding bicycle without hands.\*
- The van was coming behind.\*
- The mother going to the home door locked
- When the mother saw this, standing in the compound she came to the boy and told the boy to follow traffic rules and don't ride the bicycle without holding handle and scold the boy.
- When the mother went into the house, the boy again rides the bicycle without holding the handles.\*
- The driver came out and helped the boy. Seeing this mother came there, thanked the driver, and took the boy to their home. \*
- After the mother going to return the house, the boy saw the mother go or not.

## **C. Prepositions**

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From the end test scripts, it was understood that the number of sentences with the correct use of prepositions increased comparatively. Here are a few examples of the learners' use of prepositions. The marked sentences show the correct use of prepositions by the learners.

- The mother came **to** the boy.\*
- The mother is go **into** the house.
- The boy fell down **on** the road.\*
- Mother **is** seeing the boy.\*
- Back came **to** the one van.
- Seeing the boy falling **on** the road with his bicycle.\*
- Came out **of** the house.\*
- Was go **into** the house.
- Going or not **into** the house.\*
- Trembled **at** the van.\*

#### **D. Subject-verb agreement**

Little improvement has been noticed in the subject and verb agreement use of the learners. There were few sentences, which were correct. The following examples illustrate the learners use of subject verb agreement. The asterisk mark indicates the correct sentences.

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- The **ride a bicycle** near his house.
- So, **he afraid**.
- **Two children seeing**.
- **She was comes** out of home.
- **A boy and a girl was**.
- Van **was went out**.
- The van **driver applied** a break.\*
- His **mother came out** of the house.\*
- **She took the boy**.\*
- **She is going to his house**.\*

## E. Linkers

Most of the learners used a number of linkers in the end test. From this, it can be understood that these learners are aware of the use of the linkers and are able to use them appropriately in the context. The learners' use of linkers is shown below:

- **On the backside** of the road.
- **Again** the boy started.
- **Because** the boy was afraid.
- **After** the driver helped the boy, he went home.
- **Instantly**, his mother came.
- **Suddenly**, a big van

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- **So**, he was afraid.
- The mother **and** the boy.

## 5.18.5 Vocabulary

### a. Spelling

The number spelling errors are comparatively low than in the initial stages. Though there are erroneous words, the learners could convey the message in their writing. This improvement is a great start for the level of these learners. Given below are the erroneous words used by the learners.

**Carefully**, (carefully); **harn**, (horn); **biside**, (beside); **warred**, (warned); **feldown**, (fell down); **breck**, (break); **scald**, (scold); **bickle**, (bicycle); **afried**, (afraid); **cloded**, (closed); **drivar**, (driver); **compound**, (compound); **handil**, (handle).

### b. Use of the Relevant Words

Learners could use more number of relevant and correct words in the end test than in the previous stages. The following are the correct words used by them.

*Style, scolded, instantly, careless, trembled, riding, warned, rescue, handle, stand up, fell down, control, thanked, holding, compound, bicycle, traffic rules, van driver, sudden break, horn, applied.*

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### 5.18.6 Organization

In terms of organization, these learners have improved to a certain extent. Very few learners were able to divide the story into paragraphs, but most of the learners wrote the story as one long paragraph. Some learners who wrote the story in the form of points in the initial stages could write the story coherently in paragraphs in the end test and this is a great change in the writing of these learners. However, repetition of ideas have occurred in the writing of some learners. Given below is a sample of the learners improved level of writing.

#### Sample

*One day morning took his cycle and came out of the house and began to ride bicycle without holding hands. When the mother saw this standing in the compound. she came to the boy and told the boy to follow traffic rules and don't ride the bicycle without holding handle and scold the boy. Then she is going to his house. The boy was looking when the mother went into the house...*

### 5.18.7 L1 Influence

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Though there is L1 influence in the writing of these learners, their efforts to express their ideas in L2 is appreciable. The following sentences show the L1 influence in the writing of these learners.

- She afraid (Ame bhayapadindi)
- The boy was fall down (Abbai padipoyadu)

### **5.19 Comparison between the Pre test and the Post test**

It is noticed that there has been substantial improvement in the learners' proficiency in writing from the pre test to the post test. In the pre test stage, many learners had problems in writing simple sentences where as in the post test, they could write complete and meaningful sentences. Day by day, improvement was seen in the learners' level of confidence in using L2. The same learners who refused to converse in L2 in the beginning started to talk in L2 with the researcher even if in broken sentences towards the end. Two to three learners improved to a large extent, because they always read the stories and reading cards given to them. Most the learners could express their views in English towards the end. In the Self Regulation stage, a student used the words like 'biked', 'offered help', 'saved from danger' and such other words in telling the story to the class. From this it was understood that a few of them were imitating the researcher in using L2 because on the previous day when a story was told by the researcher to the class, she used words like 'cycled', 'offered help' etc. Towards the end of the Other

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Regulation stage, it was observed that the learners came up with more number of words for the given story, when compared to the previous stages. What has been understood is that these learners need guidance, help and motivation to perform to their best. So, when this encouragement was provided to the learners with teaching, interesting activities and tasks along with linguistic help, they could improve. On the whole, there was improvement in terms of not only language, there was improvement in their confidence levels, participation and conversation.

## **5.20 Discussion**

It has been observed that though these learners are not proficient in L2, their critical faculties, thinking capabilities and creative abilities are well developed. In spite of their linguistic inaccuracies, in some way or the other, these learners are able to convey their ideas in English. They are able to show their understanding of the stories in English. Even the sequence of the story is followed in the writing of these learners. However, there are problems like sentence construction, spelling errors, problems in the usage of tenses and so on in the writing of these learners, but it is necessary to remember the fact that these learners are from rural background with hardly four to five years of exposure to English. Therefore, there is a possibility of the learners falling back or depending on their already known system (mother tongue) to perform in English. What is important is to recognize and appreciate is the effort they put in, to use a new language (English) in

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order to express themselves. Even if, there has not been substantial improvement in the L2 writing proficiency of these learners, the little language knowledge and awareness the present study gave and created in these learners is a great start and an achievement for the improvement of their L2 proficiency. The following list of titles given by the learners for the picture story given in the end test is an evidence of the creativity and the thinking abilities of these learners.

- The boy and the mother.
- Follow traffic rules always.
- The funny boy.
- The notty (naughty) child.
- The boy and the cycle.
- Be careful in traffic.
- Be carefully (careful) always.
- Don't be speed.
- Avoid axedents (accidents)
- The careless boy.

## **5.21 Conclusion**

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This chapter has presented, analyzed and interpreted the data. The main aim of this chapter was to provide information about the data collected during the fieldwork. The outcomes of administering the questionnaire, the diagnostic test and the final test were discussed. Detailed information has been provided on classroom observations, teaching and learning conditions, informal interviews conducted with the parents and the learners. Also, the reasons for low academic achievement of these learners are pointed out. Thus, the chapter has provided an overall picture of the personal, academic and socio-economic conditions of the subjects.

In the following chapter, the findings of the study and their implications for teachers, learners, parents and the institution will be discussed.

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# CHAPTER SIX

## CONCLUSION

### 6.0 Introduction

The chapter begins with an overview of the study, which refreshes our understanding of the research problem stated. The chapter offers some practical and useful hints to the learners on how to improve their proficiency in writing. It also recommends for certain changes to be brought about in teaching English (e.g. the need for extra classes to bridge the gap). The findings of the study and its implications are discussed in detail. The limitations of the study are stated. Possibilities for further research in the area are indicated.

### 6.1 Overview of the Study

The present study titled, “Teaching Writing Using Picture Stories as Tools at the High School Level: the Movement from Other Regulation to Self Regulation” aims to improve the writing skill of ESL learners at the High School Level.

The inspiration to take up this study emerged from the researcher’s experience with ESL learners when she carried out a project in a High School during her B.Ed (English) Course. The poor teaching/learning conditions, the overall school environment, the learners’ problems in learning English, lack of guidance and support to improve their performance and proficiency in English made the researcher to undertake this study. What she observed was that in many cases, in spite of the presence of advanced

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technology in the form of computer, television, tape recorder, there has been very little improvement in the ESL learners' achievement of proficiency in English.

This study diagnosed the problems, which the learners face at the school level in learning English as a second language.

- difficulty in learning English.
- poor performance in examinations leading to failure.
- poor proficiency in the four skills (LSRW).

Therefore it was assumed that there could be a number of reasons like poor reading habits, poor socio-economic backgrounds, lack of exposure and so on that are responsible for poor proficiency in English. The problem of poor proficiency in writing among ESL learners from rural settings is the focus of the study. Hence, learners from Government Boys High School, Kuppam, Andhra Pradesh are chosen as the subjects of the study.

The first chapter has discussed the problem and the importance of English in general and writing in particular. The second chapter has presented information on writing as a skill and its various aspects. The third chapter has reviewed the related literature and outlined the theoretical framework for the study. The fourth chapter has sketched the research design and the methodology proposed to carry out the study. The fifth chapter has analyzed and interpreted the collected data.

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## 6.2 Findings of the Study

The following are the findings of the study. They have been classified under the following headings:

### 6.2.1 Learners' Proficiency

1. The learners in the present study are not able to write simple and complete sentences in English. Also, they do not have the knowledge of language skills, grammar and vocabulary.
2. Students are not aware of rules in L2 writing.
3. They have major problems with punctuation, tenses, spellings, prepositions and other aspects of language.
4. They are not aware of organization, cohesion, coherence and such other concepts of writing.
5. Learners are cognitively matured but linguistically poor.
6. They seem to forget, whatever is learnt in the class very quickly, may be due to lack of exposure and disinterest.
7. Learners have major problems with handwriting.
8. They are motivated to learn when interesting teaching aids like pictures, charts, stories are used in the classroom.

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9. Learners show interest in learning, when stimulating tasks and activities are used in the teaching /learning process.
10. They do not practice writing on their own in order to improve their handwriting and proficiency.
11. They do not make use of the limited available opportunities like (talking to peers in L2, talking to teachers in L2 and so on) to improve their proficiency in L2.
12. They are used to rote learning and mugging up from guides and therefore they are not aware of learning strategies.
13. Learners have problems with basic words in L2, like spelling, pronunciation and meaning.
14. Students do not have a habit of reading in L2.
15. Some of the students are not regular in their attendance. They remain absent from time to time.
16. Most of the learners cannot dream of higher education and this is one of the reasons why they do not show interest in learning L2.
17. Students do not study at home except during the examinations.
18. Learners are good at listening skill but only when teacher talk is accompanied by gestures and actions.
19. It was observed that learners are good imitators of L2. They used to imitate phrases and sentences after me.

20. It was observed that though sentences used by learners were grammatically incorrect, the learners could express the overall meaning of the story through their broken sentences, little phrases and words.

### **6.2.2 Learning Environment**

21. Learner's poor socio-economic background has a lot of negative impact on their academics.

22. There is no student friendly environment in the villages.

23. Sometimes students are forced to do small chores for their teachers like buying prepaid recharge phone coupons, paying electricity bills, posting letters etc.

24. Students are segregated by dividing them into different sections.

25. Lack of knowledge and opportunities to use the library and the other available resources like tape recorder, computer, television etc. limits their learning opportunity.

26. Students have little exposure to English outside the classroom.

### **6.2.3 Family Background**

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27. Parents of most of the learners are from below poverty line category; so they cannot afford to provide extra learning material for their children.
28. Learners are obliged to do small chores at home like cleaning the cattle shed, helping the father with the agricultural works and such other things.
29. Being illiterate, parents lack motivation and seriousness in their children's academics.
30. Parents leave their children's academic success or failure to the teachers.
31. Most of the students come from broken homes, families with incessant squabbles and misunderstandings which adversely affect their academic growth/performance.
32. Neither students nor parents are aware of the importance of English as a second and global language.

#### **6.2.4 Teacher's Attitude**

33. Teachers have a very low opinion of the learners and therefore ignore their background realities.
34. Teachers expect these learners to be on par with English medium students, which is beyond reality.
35. Teachers put in very little or no effort to improve students' learning or achievement.

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## 6.3 Implications of the Findings

The findings of the study presented above have implications for the following people.

### 6.3.1 Implications for the Learners

The learners:

- Need to understand that writing is an important skill, which is essential for success in higher studies. So they have to take initiative to practice L2 writing in order to achieve proficiency.
- They should make use of the available facilities like talking to peers, teachers, reading their English textbook, attempting to perform the writing tasks given in the workbook on their own, or with help from others.
- Learners may seek the help of the teachers to get feedback on their writing.
- They need to discuss the given topic with peers and teacher before writing, so that they can get more ideas.
- Learners have to prioritize language skills according to their requirements. They may understand that writing, reading, listening are as important at this stage than speaking.
- They have to realize that writing is an important activity, which helps to succeed in later life.

### 6.3.2 Implications for the Teachers

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- Teachers have to pay attention to teaching and giving practice to students in writing.
- Teachers need to plan their timetable in such a way that it includes as many sessions for the writing skill as possible.
- Teachers should give importance to all the four language skills (LSRW) and teach them in an interesting way.
- Teachers should follow activity based teaching by using pictures, stories, magazine strips and so on, for teaching writing.
- Teachers should bring awareness among learners about the importance of English and its uses.
- They should provide opportunities for learners to use L2 in the classroom.
- Teachers should help and teach learners to do all the writing exercises prescribed in the workbook and main textbook.
- Teachers should conduct discussions, debates and role-plays in the classroom to build confidence and to help learners use L2 without fear.
- Teachers can conduct study hours and extra classes to help learners.
- Teachers can ask learners to learn dairy writing.

### **6.3.3 Implications for the Parents**

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- Parents can monitor their children and make sure that they study everyday.
- Parents should realize the importance of learning English and encourage their children to learn it with interest, focus of mind and concentration.

### **6.3.4 Implications for the Institution**

- The institution should ask teachers to use latest teaching methods with the help of the technology available in the school.
- It should instruct teachers to focus on improving the learners' proficiency in L2.
- It may conduct essay writing, story-writing competitions to encourage learners to practice L2 writing.
- It may conduct study tours to nearest places in order to bring awareness and provide exposure to the learners.

### **6.4 Recommendations for Pedagogical Action**

The findings of the present study establish the fact that picture story writing as a pedagogical strategy improves the writing skill of learners at the school level. This will also apply to the students studying at other levels such as primary, upper primary, tertiary and undergraduate levels. The only difference is that the teachers' will have to choose the

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picture stories depending on their level of proficiency, interest, experience, and need. For example, a story, which is suitable for High School Level, may not be relevant for the undergraduate students, because the latter will certainly need a higher level of language and greater cognitive stimulation. Similarly, stories, which are not within the social and cultural experience of the learners, may not interest them.

Further, the teacher can choose a picture which most of the learners in the class can interpret and understand. For example, the picture of a village scene in the early morning where people are engaged in different activities or that of a play ground in the afternoon where different groups of children are playing different games, such as cricket. These kinds of pictures the children will like to describe with inputs from the teacher.

The teacher may divide the class into different groups and pairs and give them the task of choosing a story that they like. Then, they may be asked to discuss and write the story in their own English. If possible, they may be given the task of preparing a series of pictures of that story by collecting materials in the form of pictures from other sources.

The following suggestions have emerged from the field observation:

#### **6.4.1 Pedagogical Measures**

These measures will help to focus on the classroom methods to be employed, tasks, and activities to be carried out in a second language classroom.

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- Teachers may bear in mind the fact that L2 proficiency is required not only for examinations but also to be able to perform well in real life situations.
- Teachers need to be aware of and implement the guidelines given by the Teacher Resource Books while teaching second language.

### **6.4.2 Remedial Measures**

Remedial measures aim at supporting the learners by extending additional help in a number of ways such as:

- a compulsory writing session can be organized by the teachers in order to improve the writing skill of the learners.
- separate sessions may be conducted to provide feedback to the learners and improve on their writing Picture story writing sessions would be more useful.

### **6.4.3 Motivational Measures**

Motivational measures help to bring awareness among the learners about the importance of English in every day life:

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- Learners always have a tendency to follow their teachers. Therefore, if the teachers act as role models by using good English in the classroom, it can motivate learners also to use English.
- Peer talk and peer evaluation, drama techniques, screening of interesting English movies, cartoons, action songs can motivate learners to develop a liking towards learning English and writing in the language.
- Teachers may ask learners to refer to encyclopedia, magazines, newspapers, comic books and so on to do a writing task, which will provide exposure to different genres of writing.
- Teachers may ask learners to do mini projects, which involve collecting authentic materials for language learning such as train tickets, advertisements, brochures, etc. They may be asked to exhibit them. These are some of the ways for creating plenty of opportunities for helping learners to acquire language.

## **6.5 Limitations of the Study**

The following are the limitations of the study.

- The study has attempted to teach writing through similar type of picture stories and picture cards. The study has concentrated on only some aspects of writing like tense, spelling, punctuation, prepositions and so on. As a result,

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much attention was not paid to the other aspects of L2 writing like cohesion, use of adjectives, structure, editing, drafting and other aspects.

- This study takes into consideration only the ESL learners and the under achievers in rural settings.
- The study is based on one locality and was restricted to only one school.
- Only the procedure of thick description for data analysis and interpretation has been adopted in the study.
- Most of the learners' errors were fossilized, so it was difficult to bring about a rapid and substantial change in the learners.
- Though the handwriting of some of the learners was illegible, the study did not focus on improving handwriting.

## **6.6 Suggestions for Further Research**

The following are indicated as possible areas of further research in the field of L2 writing:

- Research can be taken up with a focus on strengthening the other aspects of L2 writing that have not been focused in the present study such as the use of vocabulary, sequencing, drafting etc, followed in L2 writing.
- A study can be undertaken to teach only the rules followed in L2 writing.

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- A comparative study of the teaching methodology employed in teaching L2 writing in Government schools vis-à-vis the private schools can be undertaken.
- A similar study can be taken up for rural ESL learners at the college or university level to check their proficiency in L2 writing and provide the required help for improvement.
- The other aspects of Vygotsky's Socio-cultural theory like Mediation, Zone of Proximal Development, Scaffolding may be used to teach writing and other language skills
- A study can be taken up to compare and contrast the writing skill of low achievers and high achievers among ESL learners.
- Case studies can be done with disadvantaged ESL learners in order to understand how their socio-economic and cultural environment affects L2 learning in general and writing in particular.
- A study can be taken up by using authentic materials to teach writing to rural ESL learners
- Integrating other language skills to improve the writing skill of rural ESL learners can be undertaken.
- The writing tasks prescribed in the textbook may be exploited in teaching and improving the writing skill of ESL learners.

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## 6.7 Conclusion

The study has attempted to teach L2 writing to rural ESL learners through picture stories. Writing is an important and difficult skill for these learners. It is essential for them to pass in the examinations and pursue higher studies. Poor L2 writing skill poses multiple problems for these learners, the major ones being failure and scoring low percentage in the examinations. So this study tries to help learners to find solutions for this problem, by improving their L2 writing to a certain extent. This study also tries to address the problems affecting the learners' academic success such as lack of exposure, poor reading habits, lack of a conducive learning environment and so on, which affect their performance and confidence. Therefore, in a way this study is an attempt by the researcher to look into the issues that hinder the academic achievement of rural L2 learners. This study has been taken up with the aim to contribute to the academic success of the under achievers and disadvantaged learners.

The study achieved success in improving the writing skill of these learners to a certain extent. The learners became familiar with the genre of story writing, use of punctuation, usage of tenses, prepositions and so on. This was the result of a short-term teaching session. If such teaching would be imparted for a longer period, undoubtedly their writing skill will improve substantially.

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Nevertheless, the study has achieved success in building confidence among rural L2 learners to a certain extent. Further, the study has also inspired and motivated not only the learners but also the language teachers in the school. It has brought a positive change in the attitude of the teachers. The awareness among the learners and teachers about the factors that contribute to the learners' overall academic success was evident to the researcher at the end of the study.

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# APPENDICES

**CENTRAL INSTITUTE OF ENGLISH AND FOREIGN  
LANGUAGES, HYDERABAD—500 007.**

**QUESTIONNAIRE**

**This questionnaire is for research purpose to help you improve your writing skill.  
The data will not be used for any other purposes. Please give correct information.**

**Non-academic information**

1. Name : M - Jagan
2. Age : 15 yrs
3. Name of the School: Government Boys High School Kuppam.
4. Mother tongue / Language at home: Tamil
5. What is your medium of instruction at school?

Telugu medium (  ) English medium (  ) Urdu medium (  ) any other (  )

6. Mother's education:

Below class X (  ) Class X (  ) Intermediate (  ) Graduation (  )

Post graduation and above (  )

7. Father's education:

Below class X (  ) Class X (  ) Intermediate (  ) Graduation (  )

Post graduation and above (  )

**Academic information**

1. How many English periods do you have a week?

1(  ) 2(  ) 3(  ) 4(  ) 5(  ) 6(  )

2. Which of the following is difficult for you?

Listening (  ) Speaking (  ) Reading (  ) Writing (  )

3. Are you are able to write what you want to say in English?

Yes (  ) No (  )

4. Do you think you need to improve your writing skill in English?

Yes ( ✓ )

No ( )

5. Answer the following questions by ticking the suitable column for each of the following to indicate the frequency of your use of English.

QUESTIONS	Very Often	Often	Some times	never
Do you read English news papers / magazines?		✓		
Do you watch English movies, serials, cartoons and news programmes on T.V?	✓			
Do you read English books / novels / stories etc at home other than your text books?	✓			
How often do you talk in English with the following people?				
• Family members -----	( )	( )	( )	( ✓ )
• Friends-----	( )	( ✓ )	( )	( )
• Teachers-----	( )	( )	( ✓ )	( )
• Others-----	( )	( )	( )	( ✓ )

6(a).Do you like your English textbook?

Yes ( ✓ )

No ( )

(b).If yes, which of the following you find more interesting?

Reader ( ✓ ) work book ( ✓ ) Non detail ( )

7. Are you given practice in writing in your English class?

Yes ( ✓ )

No ( )

8. What kind of writing activities are normally done in your classroom?

[You can tick more than one]

Story writing ( ✓ ) Essay writing ( ) Letter writing ( ✓ )

Paragraph writing (  ) Report writing (    ) any other (    )

9. Do you have any specific class for learning writing?

Yes (    )                      No (  )

10. Does any type of discussion on the topic take place in your writing class?

Before writing (  ) during the process of writing (    ) after writing (    )

11. Does your English teacher clear your doubts while writing if asked for?

Yes (  )                      No (    )

12. How do you get ideas for writing?

By thinking (    ) Group discussion (  ) Discussion with parents / teachers (    )

Any others (  )

13. Does your English teacher use pictures, charts and objects in your writing class?

Yes (    )                      No (  )

14. If no, would you like the following to be used in your writing class?

Pictures (  ) charts (  ) stories (  ) cartoons (    )

Comic books (  ) any other (  )

15. Do you think 'learning to write better' will help you to pass in your exams with good marks?

Yes (  )                      No (    )

16. Do you think writing better will also help you to speak better?

Yes (  )                      No (    )

**THANK YOU**

**CENTRAL INSTITUTE OF ENGLISH AND FOREIGN  
LANGUAGES, HYDERABAD—500 007.**

**QUESTIONNAIRE**

**This questionnaire is for research purpose to help you improve your writing skill.  
The data will not be used for any other purposes. Please give correct information.**

**Non-academic information**

1. Name : J. GUNALAN
2. Age : 15
3. Name of the School: Government boys High school
4. Mother tongue / Language at home: TAMIL
5. What is your medium of instruction at school?

Telugu medium (  ) English medium (  ) Urdu medium (  ) any other (  )

6. Mother's education:

Below class X (  ) Class X (  ) Intermediate (  ) Graduation (  )

Post graduation and above (  )

7. Father's education:

Below class X (  ) Class X (  ) Intermediate (  ) Graduation (  )

Post graduation and above (  )

**Academic information**

1. How many English periods do you have a week?

1(  ) 2(  ) 3(  ) 4(  ) 5(  ) 6(  )

2. Which of the following is difficult for you?

Listening (  ) Speaking (  ) Reading (  ) Writing (  )

3. Are you are able to write what you want to say in English?

Yes (  ) No (  )

4. Do you think you need to improve your writing skill in English?

Yes ( ✓ )

No ( )

5. Answer the following questions by ticking the suitable column for each of the following to indicate the frequency of your use of English.

QUESTIONS	Very Often	Often	Some times	never
Do you read English news papers / magazines?		✓		
Do you watch English movies, serials, cartoons and news programmes on T.V?		✓		
Do you read English books / novels / stories etc at home other than your text books?			✓	
How often do you talk in English with the following people?				
• Family members -----	( )	( )	( )	( ✓ )
• Friends-----	( )	( )	( ✓ )	( )
• Teachers-----	( )	( )	( ✓ )	( )
• Others-----	( )	( )	( )	( ✓ )

6(a).Do you like your English textbook?

Yes ( ✓ )

No ( )

(b).If yes, which of the following you find more interesting?

Reader ( ) work book ( ) Non detail ( ✓ )

7. Are you given practice in writing in your English class?

Yes ( ✓ )

No ( )

8. What kind of writing activities are normally done in your classroom?

[You can tick more than one]

Story writing ( ✓ ) Essay writing ( ✓ ) Letter writing ( ✓ )



Paragraph writing ( ✓ ) Report writing ( ) any other ( ✓ )

9. Do you have any specific class for learning writing?

Yes ( ) No ( ✓ )

10. Does any type of discussion on the topic take place in your writing class?

Before writing ( ✓ ) during the process of writing ( ) after writing ( )

11. Does your English teacher clear your doubts while writing if asked for?

Yes ( ✓ ) No ( )

12. How do you get ideas for writing?

By thinking ( ) Group discussion ( ✓ ) Discussion with parents / teachers ( ✓ )

Any others ( )

13. Does your English teacher use pictures, charts and objects in your writing class?

Yes ( ) No ( ✓ )

14. If no, would you like the following to be used in your writing class?

Pictures ( ✓ ) charts ( ✓ ) stories ( ) cartoons ( )

Comic books ( ✓ ) any other ( )

15. Do you think 'learning to write better' will help you to pass in your exams with good marks?

Yes ( ✓ ) No ( )

Ⓢ Do you think writing better will also help you to speak better?

Yes ( ✓ ) No ( )

**THANK YOU**

**CENTRAL INSTITUTE OF ENGLISH AND FOREIGN  
LANGUAGES, HYDERABAD—500 007.**

**QUESTIONNAIRE**

**This questionnaire is for research purpose to help you improve your writing skill.  
The data will not be used for any other purposes. Please give correct information.**

**Non-academic information**

1. Name : M. Fazeedh.

2. Age : 13 yrs.

3. Name of the School: M. S. Govt Boys High school

4. Mother tongue / Language at home: Tamil.

5. What is your medium of instruction at school?

Telugu medium (  ) English medium (  ) Urdu medium (  ) any other (  )

6. Mother's education:

Below class X (  ) Class X (  ) Intermediate (  ) Graduation (  )

Post graduation and above (  )

7. Father's education:

Below class X (  ) Class X (  ) Intermediate (  ) Graduation (  )

Post graduation and above (  )

**Academic information**

1. How many English periods do you have a week?

1(  ) 2(  ) 3(  ) 4(  ) 5(  ) 6 (  )

2. Which of the following is difficult for you?

Listening (  ) Speaking (  ) Reading (  ) Writing (  )

3. Are you able to write what you want to say in English?

Yes (  ) No (  )



Paragraph writing ( ✓ ) Report writing ( ) any other ( ✓ )

9. Do you have any specific class for learning writing?

Yes ( ) No ( ✓ )

10. Does any type of discussion on the topic take place in your writing class?

Before writing ( ✓ ) during the process of writing ( ✓ ) after writing ( )

11. Does your English teacher clear your doubts while writing if asked for?

Yes ( ✓ ) No ( )

12. How do you get ideas for writing?

By thinking ( ✓ ) Group discussion ( ✓ ) Discussion with parents / teachers ( )

Any others ( ✓ )

13. Does your English teacher use pictures, charts and objects in your writing class?

Yes ( ) No ( ✓ )

14. If no, would you like the following to be used in your writing class?

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Comic books ( ✓ ) any other ( ✓ )

15. Do you think 'learning to write better' will help you to pass in your exams with good marks?

Yes ( ✓ ) No ( )

16. Do you think writing better will also help you to speak better?

Yes ( ✓ ) No ( )

**THANK YOU**

**CENTRAL INSTITUTE OF ENGLISH AND FOREIGN  
LANGUAGES, HYDERABAD—500 007.**

**QUESTIONNAIRE**

**This questionnaire is for research purpose to help you improve your writing skill.  
The data will not be used for any other purposes. Please give correct information.**

**Non-academic information**

1. Name : B. Museli
2. Age : 15 Years
3. Name of the School: Govt Boys High school Keppam.
4. Mother tongue / Language at home: Tamil
5. What is your medium of instruction at school? : Tamil

Telugu medium (  ) English medium (  ) Urdu medium (  ) any other (  )

6. Mother's education:

Below class X (  ) Class X (  ) Intermediate (  ) Graduation (  )

Post graduation and above (  )

7. Father's education:

Below class X (  ) Class X (  ) Intermediate (  ) Graduation (  )

Post graduation and above (  )

**Academic information**

1. How many English periods do you have a week?

1(  ) 2(  ) 3(  ) 4(  ) 5(  ) 6 (  )

2. Which of the following is difficult for you?

Listening (  ) Speaking (  ) Reading (  ) Writing (  )

3. Are you are able to write what you want to say in English?

Yes (  ) No (  )

4. Do you think you need to improve your writing skill in English?

Yes ( ✓ )

No ( )

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Do you watch English movies, serials, cartoons and news programmes on T.V?		✓		
Do you read English books / novels / stories etc at home other than your text books?			✓	
How often do you talk in English with the following people?				
• Family members -----	( )	( )	( ✓ )	( )
• Friends-----	( ✓ )	( )	( )	( )
• Teachers-----	( )	( ✓ )	( )	( )
• Others-----	( )	( )	( )	( ✓ )

6(a).Do you like your English textbook?

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No ( )

(b).If yes, which of the following you find more interesting?

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7. Are you given practice in writing in your English class?

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No ( )

8. What kind of writing activities are normally done in your classroom?  
[You can tick more than one]

Story writing ( ) Essay writing ( ) Letter writing ( ✓ )

Paragraph writing (  ) Report writing (  ) any other (  )

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Comic books (  ) any other (  )

15. Do you think 'learning to write better' will help you to pass in your exams with good marks?

Yes (  ) No (  )

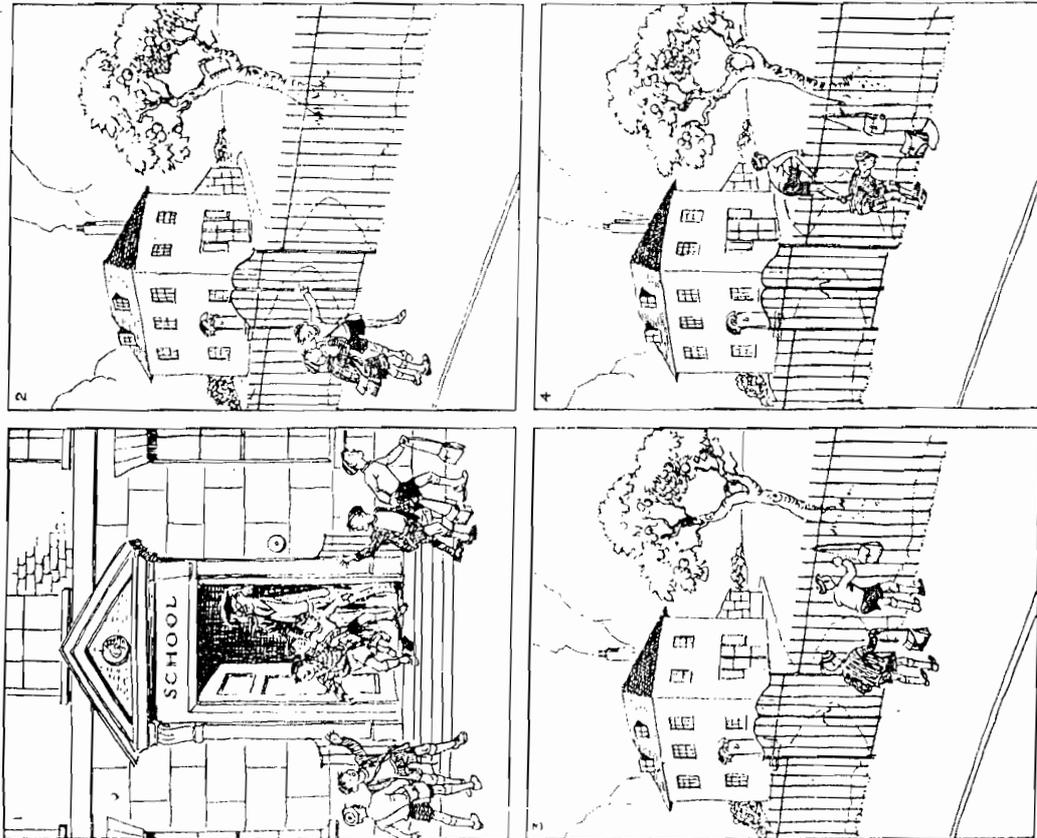
16. Do you think writing better will also help you to speak better?

Yes (  ) No (  )

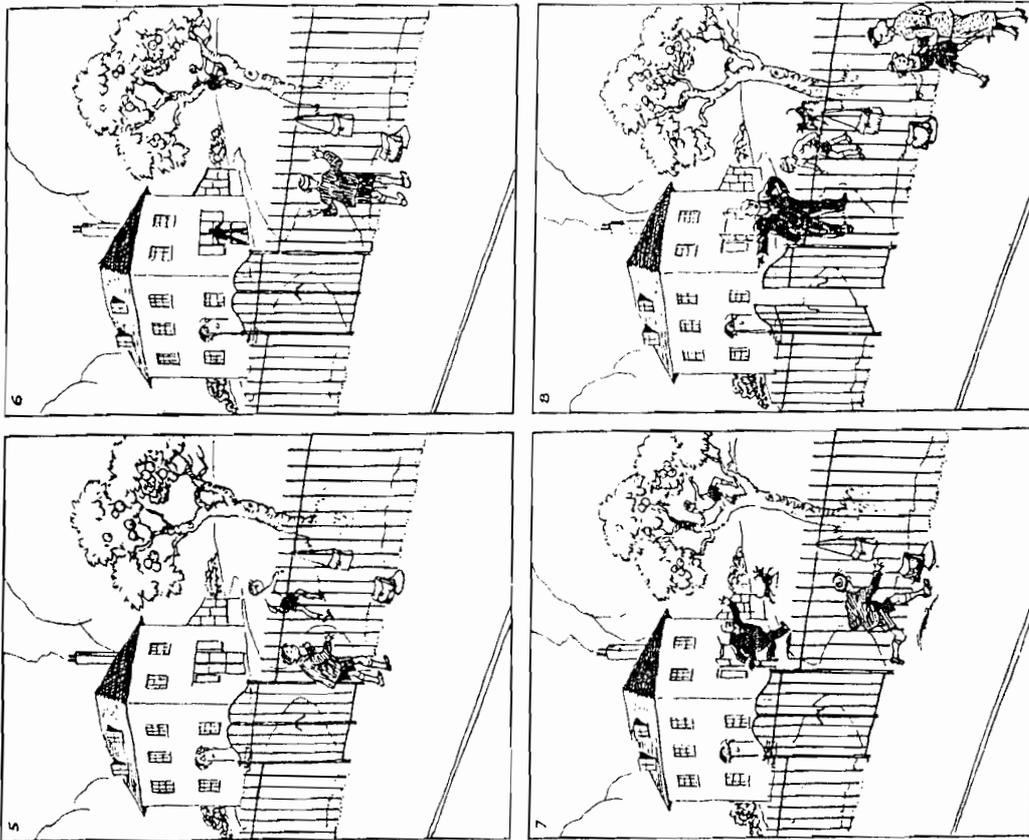
**THANK YOU**

# SAMPLE PRE-TEST SCRIPTS

PICTURE STORY 3



8



9

Name:-M-Jagan  
class:-9<sup>th</sup> class

1. One a big school in a city. Many pupils studies in the school. ~~The~~ Good teachers in the school. they teaching is very well.
2. One day in evening time few pupils are going to their house. Two pupils ~~was~~ come to together. One boy see the tasty mango tree in that two members.
3. Two boys like the mangoes. one boy tell, I go and get the some mangoes. second boy ok you climb tree carefully.
4. First boy is go to that tree's side in their school ground.
5. The boy was climbed the tree and some mangoes get ~~from~~ <sup>from</sup> the tree. he keep the mangoes in pocket.
6. The school Headmaster see that sessions. Instantly he came and scolded the boy. second boy terrified and went away.
7. The school Head master is scolded and completed the he's parents. the boy was very sad. so, since that positions the boy was do not ~~to~~ went to bad habit and bad works.

250నాక పట్టణములూ ఒక పెద్ద స్కూల్ ఉండేది. ఈ స్కూల్లో పిల్లలందరూ బాగా చదివేవారు. ఈ స్కూల్లో పిల్లలు విద్యను గాఢంగా ఉన్నారు. ఉపాధ్యాయులు కూడా మంచి కైవశులుగా ఉండేవారు.

ఒక రోజు సాయంత్రం సమయంనా స్కూల్ సమయం ముగిసాయి స్కూల్ బస్ కొట్టారు. పిల్లలందరూ తమ తమ ఇంట్లోకి వెళ్లారు. చివరిగా ఆ స్కూల్లో చదివే ఇద్దరు పిల్లలు మాట్లాడుకుంటూ వచ్చారు. వారి స్కూల్ పనుల పెద్ద గ్రౌండ్ ఉండేది. ఆ గ్రౌండ్లో ఒక మామిడి చెట్టు ఉంది. ఇద్దరు పిల్లలూ ఒకటూ ఆ మామిడి చెట్టు మీద వున్న మామిడిని చూసి ఆకలిపడ్డారు. ఈ ఆకలిని తీసుకుపోయి రెండవ వాడు అది నికొక కావాలనా అని అన్నాడు. మొదటి వాడు అవును కావాలి, ఆ చెట్టు నీవు ఎక్కడగలవా అన్నాడు. రెండవ వాడు ఎక్కడగలను అని చెప్పాడు. వెంటనే రెండవ వాడు ఆ చెట్టు పై ఎక్కి పండును తీసుకున్నాడు. ఆ స్కూల్ వాడు మామిడిని చూసి, పరిగెడుతూ వచ్చాడు. మొదటి వాడు బయటలో పరిగెత్తాడు. రెండవ వాడు 'నాకే చెటిలూ చెక్కాడు. ఆ నాకే తీటి, కొట్టి తరిమాడు. అప్పటి సుంకి ఆ పిల్లవాడు అలాంటి పని చేయలేడు.

Asstion.

IX class

Name: J. Gunalan

sub: English

Roll: 21

## The Two Boys

once there lived a two boys they were very good friends. They went to school every day. one day after living from school they went to home. on the way they saw a ~~tree~~ mango tree in the house. Then they ~~told~~ told to each other same thing. then one of the boy ~~is~~ climbed the gate and went in and climbed the ~~house~~ mango tree and picked up the mangoes and throw it down. After some time the wones of the house came out and saw the boy on the mango tree. Then he turned to words the mango tree and catch the boy. and excused the boy and told goto your house. then on words ~~the two~~ they never done like that work.

moral: we never stole other's things.

Asatien

ix class

Name: J. Guralan

Sub: English

Roll: 21

ఒక కేరళ ఈ ఇద్దరు స్నేహితులు ఉండవారు. వారు రోజు బడికి  
 వెళ్ళే వారు. వారు ఇద్దరు ఒక గోరూ బడి వదిలి వరువత ఇంటకి బయలు  
 పడారు. ఇంటకి వాళ్ళు వెళ్ళి వారు 10 రోడ్డు దూరం ఒక ఇంటకి చూడారు.  
 ఈ ఇంట్లో ఒక ముసలి చెట్టు ఉండడం గమనించారు. ఇంట్లో ముసలి  
 పండు తినినాళ్ళు కలిగి వచ్చింది. వారు ఇద్దరు ఇంట్లో ఎప్పుడు లేరని గమనించి  
 వారికి ఒకటి ఆలోచన గేట్లు మూసి వదిలి ఈ కొండలను అంటికి చూడారు.  
 అలాగే ముసలి ముసలి పండు చెట్టు పైకి ఎక్కి ముసలి పండు కోయడం  
 మొదలు పెట్టారు. ఇంతలో ఆలోచన ఎవరని బయటకు వచ్చి ఇద్దరు పట్టి  
 బట్టి చెప్పి మరి ఎప్పుడు దొంగలించ వద్దు అని చెప్పి ఇంటకి పంపారు. వారికి  
 అప్పుడు నంది వారు దొంగలించడం వదిలివేశారు.  
 నంది:- ఇద్దరు వస్తువులను దొంగలించ రియం.

## "THE TWO FRIENDS"

This is a school. One day evening let to the long bell. All the children come out the school. The ninth class students are the Sam and Ram. They are two student best friends. Two boys house have for once colony. Ram and Sam come to the road [B] for walk. Road out side have a [B] beautiful house. It house owner Mr. Ramarao. Sam told "Ram look at the tree!" tree up to the very sweet fruits." Sam told Ram I going to cut the fruits. you please down, if you up for going to the Ram compound [B] beside." Ram was down. Sam leg of the take the Ram [B] back side. Sam going to the tree up. cutting the Sam fruits. Ram look the road left side and right side and other side.

One five minute before come to the Mr. Ramarao. Catch the Sam. Ram was suddenly to the going for our house. ~~Ram~~ Sam was very happy. Mr. Ramarao told "What is this. what are you say" Ramarao was told for angry. ~~and~~ Mrs. Ramarao and the daughter for come up. Ramarao daughter told "mummy who is child? what are this boy coming for my house." Sam was very sad. Ramarao said "go. go to your house. next time you come for I treat by very ~~excite~~ big excitation." Sam going to the our house.



Name - m. fareedh.  
class - 9<sup>th</sup>.

### Two Boys

one school without time. Two Boys go to home. They Boys see a arang Tree and picked out. one boy ~~from~~ other house and tree. they go to climbing. at all. two boys They Boys drops and one boy go his picked on a arange. one boy was climbing in a tree. but the house ones. come on to boy without the house place.

### Two Boys.

one school without time. They two boys. one the see a arang tree. but the tree was without school place. but Boys was ~~the~~ an arang picked out. but tree house ones was very agree man. They boy go to near a school place.

The boy one one steep picked slowly. a boy grown climbing a tree. The house ones. was see ~~that~~ that. and afraid to come. to near. The boy wearing. The house ones and dog catch that boy. and throw again. other boy was out then women to come near. the ones was agree to boy. and door opened and go up again.

గర్భం బాలురు.

ఈ దినం పాఠశాల వదిలిన తరువాత గర్భం బాలురు కలిసి గంటకి ఒకటి వేరి. ఆ పాఠశాల గోడకు ద్రవ్యం ఒక కుంభం చెట్టు ఉన్నది. దానిలోని ద్రవ్యంను బాలురుకు తీసి-  
లనియించింది. కాని ఆ చెట్టు గంకొక్కరి వారి గంటకి ఉన్నది.  
దానిని తెలిసి కూడా ఆ బాలురు వాటిపై ఆసన వేరి.

ఆ పాఠశాలకు ఆ గంటకి మధ్య ఒక కుంభం గోడ ఉన్నది. వాటిపై వారి ద్రవ్యంను తీసి ఒక బాలురు భంజం. అయితే యే వ్యక్తులను కాని వారి ఆ కుంభం ద్వారా దూరం. యెల్లగా నడచి వెళ్ళి ఆ చెట్టు దగ్గరి వెళ్ళి నిశ్చయం.

యే దానికి ప్రారంభించిన తరువాత కొంత దూరం వెళ్ళారు. కాని దూరం నుండి ఆ గంటకి వాటిని ఆ భాగాని చూచి. తన కుక్క వాటిని అరిగి వచ్చాడు. ఆ బాలురు కిందకు దిగడానికి ప్రయత్నించారు. కాని ఆ దూరం ఆ కుక్క వారిని అరిగి వచ్చారు.

యే దానిని ఆ దిగడానికి వారికి వెళ్ళి ఒక ఆయన. దిగడానికి కాని వచ్చారు. ఆయన వచ్చి ఆ దిగడానికి. భాగం తీసి క్రమంగా అది. బాలురు తెలియగారు.

దాని ద్వారా గంటకి వచ్చి మేద ఆది. అందుకు దాని తెలిసింది.

B. Muzli

IX class moral - Rama And Laskma

oneday evening two friend  
school from house to going. going any  
ones mango tree in their. The boys this  
trees watching one boy name's Rama And  
and's Boy Name Laskma. Rama was told to  
Laskma these mango taken to him, so.  
Rama was going to in these garden.  
when he climbed tree taken mango.

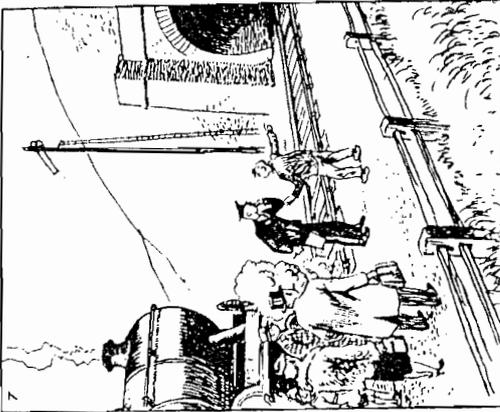
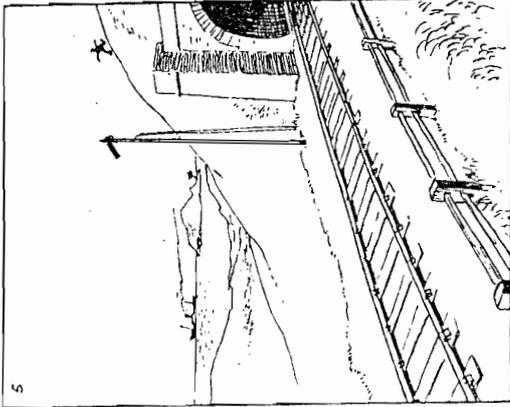
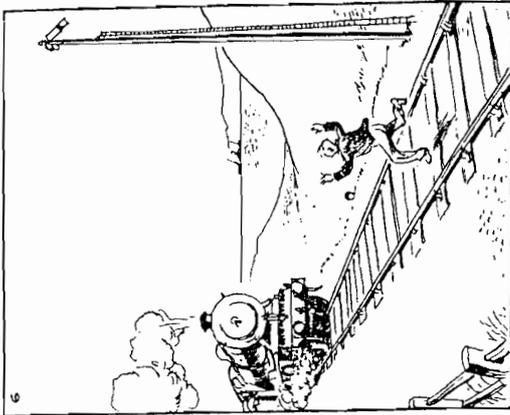
The watch man came near to tree.  
suddenly Rama tree from dying. He is  
running but the watch man caught the  
boy Laskman was this watching he going to  
Rama's mother told. ~~me~~ when Rama's mother  
came ~~the~~ near the watch man. ~~at~~ The mother  
talk to watch man why did caught my son.  
his told. The watch man this boys is Thiefe,  
He came to my garden and clamed to  
tree taken to mango so. I am seeing this  
boy caught. Rama mother told the  
watch man Rama to like very much mango.  
so he taken this one mango. so. please  
religed by my Boy. sorry He's mother  
told to watchman. The watch man religed  
the boy - the mother told Thank you sir.  
Rama And Laskma And his mother going to  
Home House.

B. Murali

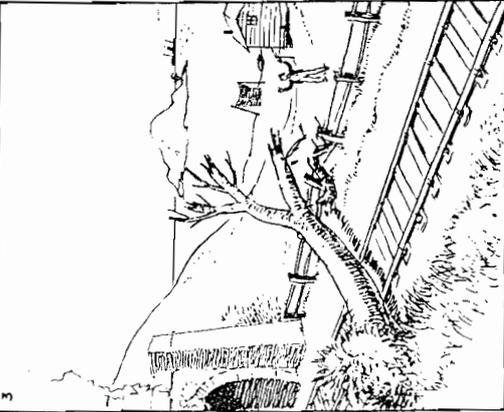
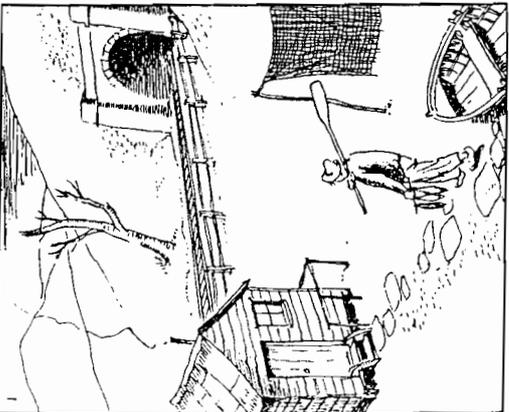
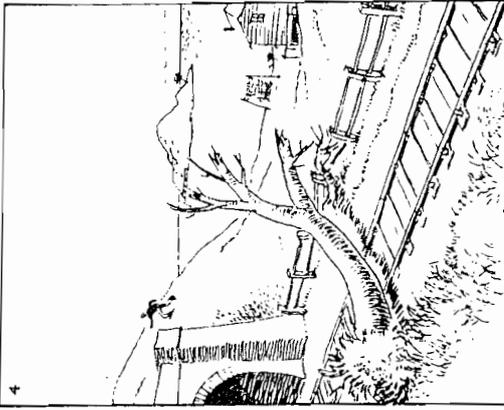
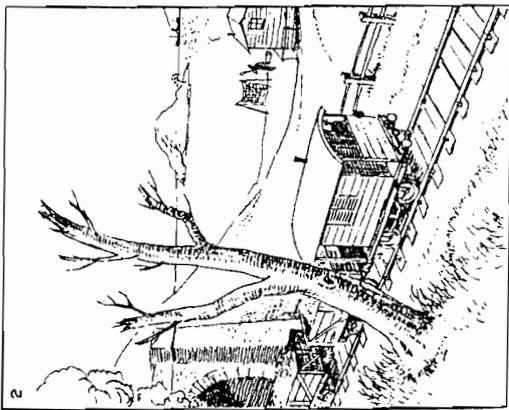
IX class

కథ మేలు రాముడు - లక్ష్మణుడు

బక వజ్ర సాయంత్రం రాముడు లక్ష్మణుడు బడినుండి బయట బయలుదేరారు. వారి కుప్పం బాసల్ బక మామిడి చెట్టును చూడారు. బాజ్యకు మామిడి కామల కావాలనుకొన్నారు. అప్పుడు రాముడు లక్ష్మణుడు గడ్డరు కేతు శ్రీశైవల నానని గెలుకు కేగలారు. రాముడు తోటలోని దూకాడు. ఎవరుతారు. ఆ సమయాల్ వెళ్ళు దగ్గరకు వాయి వెళ్ళు ఎక్కడు. కామలు వాని త్రింకు తోట వెళ్ళు లక్ష్మణుడు అటు వటు చూస్తూ ఉన్నాడు. కామలు వాని త్రింకు వేచి క్షణం వని ఆ తోట కామలయ్యు వచ్చి చూశాడు. అప్పుడు రాముడు చూచి వెళ్ళు మనసుడి త్రింకు దూకి వారి వాకూ త్రింకు కావాలా దాడు అతని వెళ్ళు కన్నాడు. అప్పుడు అతని స్నేహితుడు లక్ష్మణుడు గడవ చూచి వెళ్ళు తోట అతని స్నేహితుని క్షణం దూకుల దగ్గరకు వాయాడు. బడిని విషయమంత కేస స్నేహితుని క్షణం త వెళ్ళుడు. అప్పుడు త్రింకు మరయు లక్ష్మణుడు గడ్డరు. కావాలా దూకుల దగ్గరకు వచ్చారు. క్షణం గారు. కావాలా దూకుల ఎందుకు మా అతని వెళ్ళు కన్నాడు అని అడిగింది. కావాలా దూకుల ఎవరు తని సమయాల ఈ అబ్బాయి తోటలోకి దూకి మామిడి కామలు వేసాడు. అం చెళ్ళుడు. అతనికి మామిడి కామలంబె బాలా అప్పుడు అందుకే తోట వేసాడన క్షణం గారు చెప్తారు. కావాలా దూకుల నచ్చి వెళ్ళు తోట వెళ్ళు కన్నాడు. క్షణం గారు కచ్చి వెళ్ళు తోట వెళ్ళు రాముడిని కేసుకం గాడ్డరి వెళ్ళారు.



SAMPLE IMPROVEMENT TASKS



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PICTURE STORY 10

## The kind Fisherman

Name:- M-Sagan.

class:- 9<sup>th</sup> class.

One day a <sup>fisher</sup> man was going to his hut. He carrying some fishes and oar with his hands. His hut was behind the Railway-line and dead tree, beside like is a tunnel. One day a goods train coming out of the tunnel, he was seeing. The train was went after the dead tree fell down on the Railway-line. The fisherman was frightened instantly he was climbed on the mountain with fear. The fisherman went to front of the mountain. Because the dead tree was fell down on the Railway line. He completed ~~another~~ to another train. When the train is coming back side of tunnel. The fisherman was stop the train and Railway guard. The people were come ~~point~~ of the train and saw what happened. The fisherman was told to guard that the dead tree was fell down ~~had~~ that side. So, we were didn't go that side. He like this explained to guard. The Fisherman was applauded by the official of a Railway company. Because he saving the lives of many people, the people were praised to him.

## A clever fisher man

Once there lived a fisher man near the mountains and near ~~the~~ to the railway line. One day after fishing he tied the boat to the rock and took fishes in one hand and oar on the other hand he took to his hat. when he walking towards his hut. A goods train was passing through the tunnel on the railway line. another day a dead tree fell on the railway line. The fisher man ~~was seeing~~ saw this and started to climb the mountain. when the dead tree was fell on the railway line. The fisher man was climbed half of the mountain. After ~~#~~ some time he came ~~on the~~ to the other side of the mountain. Then he saw the train was coming so he ~~was~~ <sup>ran</sup> fast on the railway line quickly and signeled to the Engine driver to stop the train. Seeing this the engine driver stopped the train. then the Passengers and driver and guard came out and asked the fisher man ~~what~~ why had he wanted to stop the train. then the fisher man told about the dead tree fell on the track to the guard. Then they thanked the fisher man. The fisher man was Apploud by the officer of the railway company. for saving many lives.

## \* — \* — \* — \* — \*

# The Clever Fisherman

One day fisherman going to fishing and over the fishing. He came ~~to~~ <sup>to return</sup> the hut. He lived the hut near one dead tree, one railway line, one tunnel. He watching the one goods train going to the ~~to~~ under the tunnel. The goods train got for the dead tree fell down on the railway-line ~~and~~ fisherman <sup>Seeing</sup> ~~and~~ worried. He going to climbed the mountain <sup>side</sup> and he came to another side and after another one train came to the railway line and he stopped to the train and he explained the railway ~~Guard~~ Guard, <sup>about the fallen dead tree to the general</sup> and many people saved ~~the~~ railway company. And the fisherman applauded by the railway company. The fisherman was very very happy.

Helpful Fisherman.

one day a fisherman was going to his hat after fishing. He is carrying fishes and car. He lives next to the railway line. The goods train passing on the railway line behind the railway line one dead tree is planted. The goods is the passing. The tree was fall down. This is the see the fisherman, and he was climb the mountain. To see the other train was coming. The fisherman was went to the other side of mountain. To stop the train. The fisherman was try to stop the train. He was go to railway line. and he is try. He get stop the train. and he was explained the fallen dead - tree to the guard. cannot move the train. He should move the train. He got accident. He is saving lives of many people. so, the fisherman was applauded by the official of a railway company.

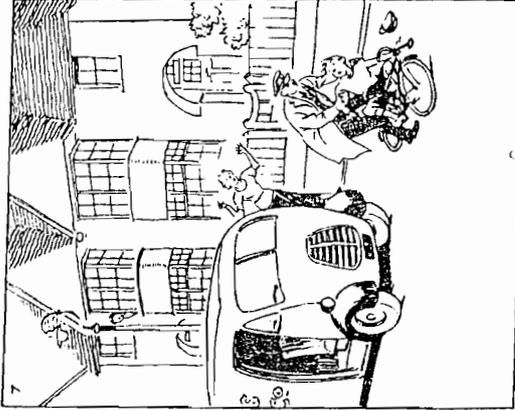
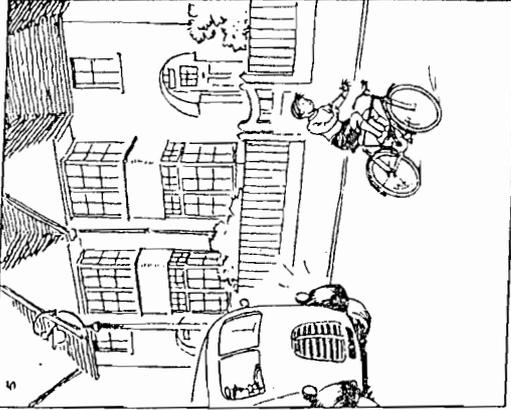
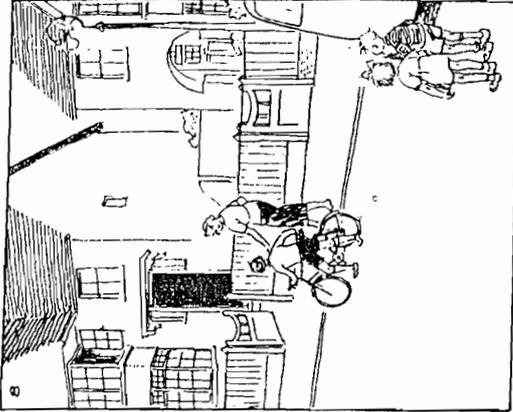
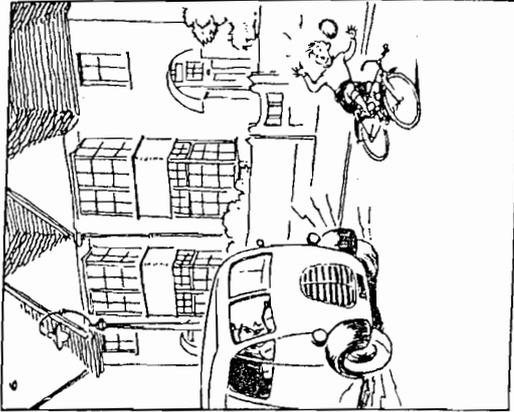
The clever fisherman B. murali  
IX class

one day a fisherman was going to his hut. He - carrying some fishes. And car with his head. His hut was ~~behining~~ behind the railway line. one day a goods train going on the railway line. There at a dead tree. one day the dead tree fell down on the railway line. The fisherman seeing. when the fisherman climbed the mountain He went to the other side of the mountain to see any train coming. The fisherman stopped the train. He explained the train driver about the fallen dead tree to the guard. The fisherman was applauded the official of a railway company for ~~etc~~ saving the lives of many people. The railway master shake-hand to the fisherman.

= The end =

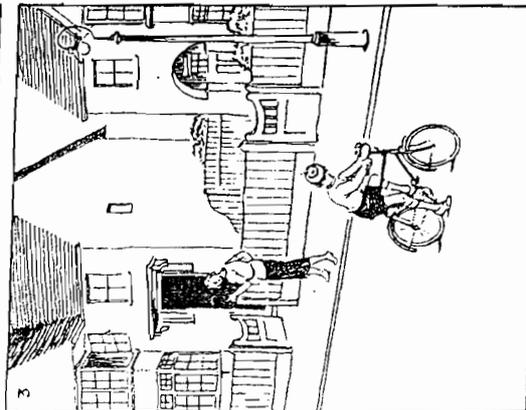
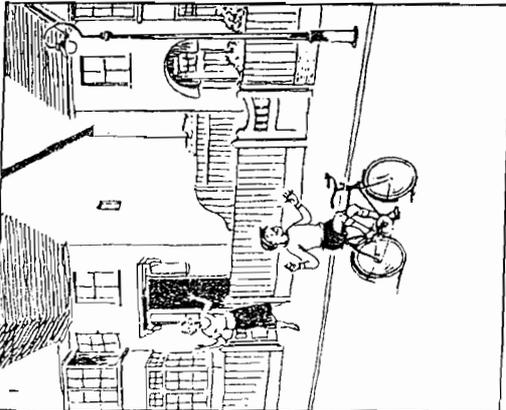
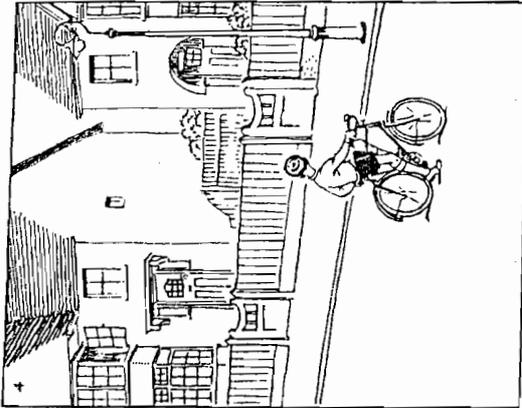
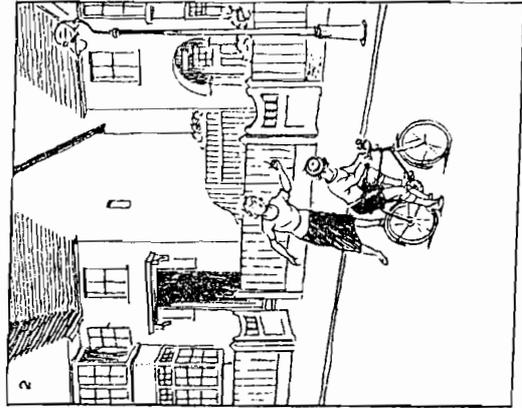
SAMPLE POST-TEST SCRIPTS

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PICTURE STORY 8



18

## The funny boy

Name :- M-Sagan.  
class :- 9th class

One day a small boy going to shop. he ~~was~~ ride a bicycle without hold to hands. he riding bicycle with style. The ride a bicycle near his house. His mother was came out of house. She afraid. Because her boy was riding a ~~big~~ bicycle careless. She come to beside the boy and told you ride be careful. she warned to the boy. The mother is go into the house. The boy saw the mother going or not into the house. The boy was again riding a bicycle without held the hands. suddenly a big van come on the road. The boy's hand trembled ~~and~~ at the van. The boy was fall down on the road. Because van <sup>is</sup> came <sup>to</sup> near the boy and van's horn loud, so, he afraid and fall down. ~~The~~ after the van driver come out of the road ~~about~~ the van. The van driver come to the boy and help to the boy. Instantly his mother who fell down and saw. The ~~was~~ mother came <sup>to</sup> the boy and ~~scolded~~. The mother took her boy and

J. GONDHARU  
IX class

## Follow Traffic Rules Always

One day morning took his cycle and came out of the house and began to ride bicycle with out holding hands. when the mother saw this standing in the compound. she came to the boy and told the boy to follow traffic rules and don't ride the ~~bicycle~~ bicycle with out holding handle and scold the boy. Then she ~~is~~ is going to his house. The boy was looking. when the mother went into the house. The boy again ride the bicycle with out holding the handle; when he done like this he missed his control and lost his control. On the back side of the road a van was coming. He ~~was~~ put sudden brake seeing the boy falling on the road with his bicycle. The driver came out and helped the boy seeing this the mother came ~~there~~ there and thanked the driver and took the boy to their home. A boy and a girl was seeing this. The ~~was~~ van was went out.

## The boy and mother

M. Foreedh.  
9<sup>th</sup> class.

oneday , a boy was riding a bickole with out hold hands. The mother was see the boy and she was afried. she was comes out of home and The mother, who sbw the boy was. afried. she told him to be caseful and cannot riding with 'out hands

The mother was going near home and the boy was see the mother and she was. going The boy was riding bickole with out hands. The mother was go into the home and the door was closed the boy. riding the bickole with out hands. The boy was riding The van was comes<sup>in</sup> behind and The driver call the osam. The boy was lost the control and the van driver applied a break. The boy was fall down. because the boy was afried. The van driver come to the help the boy's rescue. This is the see the moths and comes out of the home and she took the boy ~~was~~ and home.

S. Anil Kumar,  
R class.

### \* the naughty child \*

One day one boy riding a bicycle with out hands  
The mother saw so came to near the boy. she told  
the boy cycle ~~care~~ care fully. after the mother  
going to return the home - the boy saw the mother  
goor not the mother going to the home door  
locked.

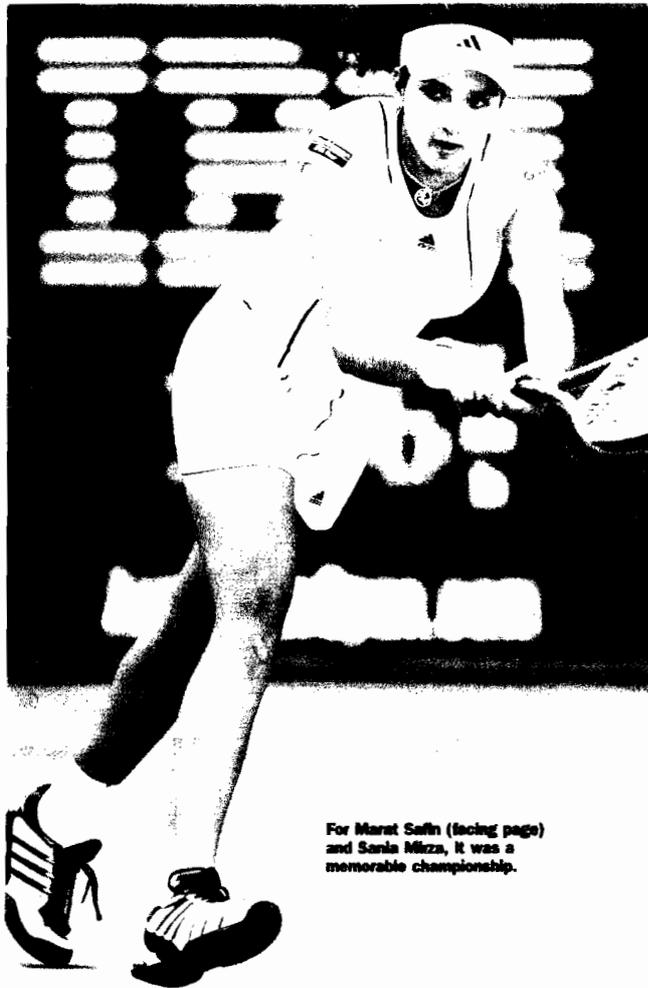
After the boy riding a bicycle  
with out hands and back came to the one van.  
the boy fell down the van driver take for ~~the~~ <sup>break</sup>  
the boy lost <sup>control</sup> ~~control~~. After the driver help the boy  
is stand up. the mother saw came to the boy  
near ~~the~~ and the mother and boy going to  
the home and two children seeing what is the  
problem.

B. mureli  
IX class

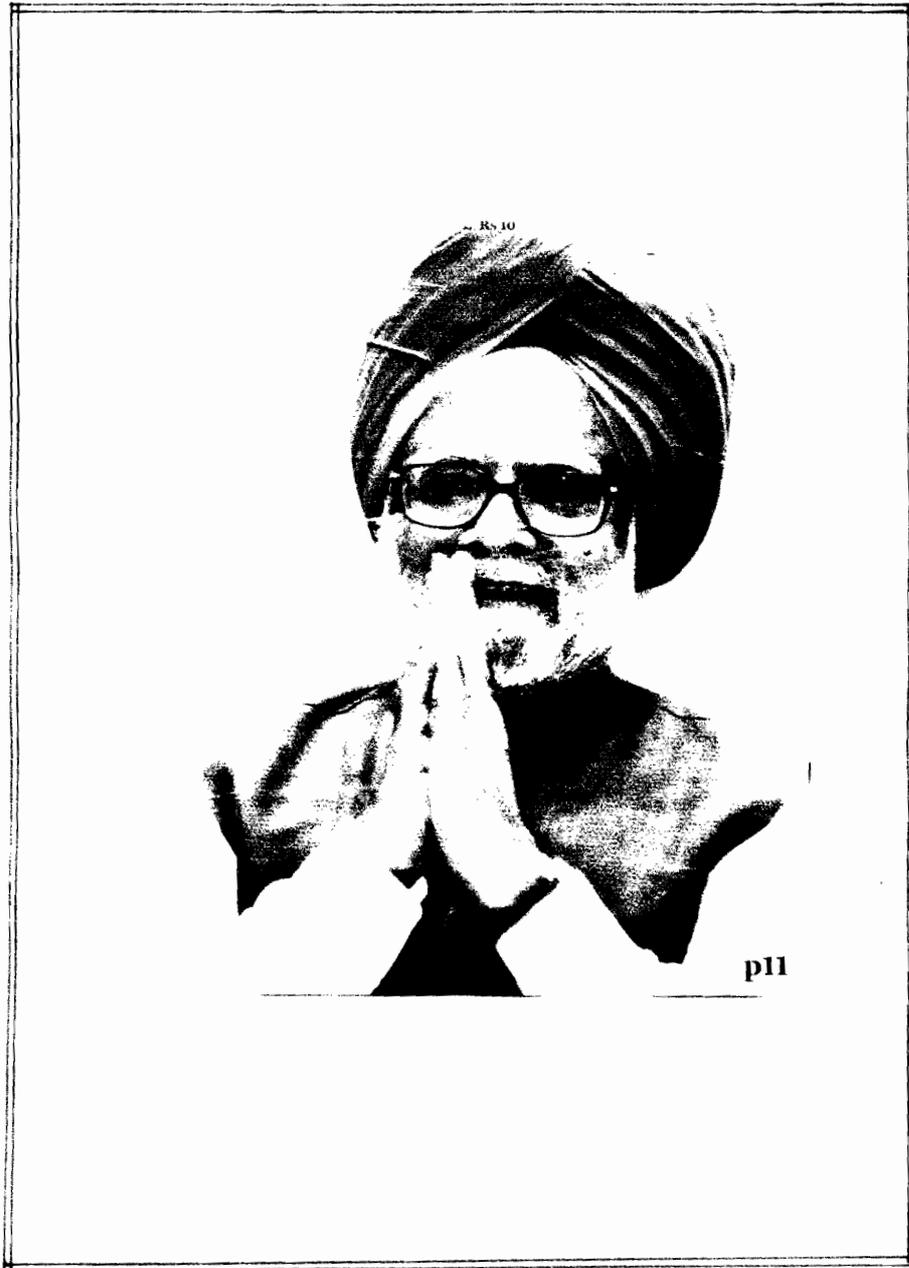
The boy And mother

one day a boy was riding without a bicycle on the road. ~~the~~ his mother is seeing the boy. The mother felt worried to the boy. The boy seeing his mother going to house return. when his mother ~~coming~~ going to house after the boy's riding ~~without~~ a bicycle without hand. when a van come back side. The boy lost control The boy was feldown on road. The van <sup>driver</sup> suddenly Brake. The driver come out of the van. help to the boy rescue. The boy his mother coming. The mother stand to the boy. The mother take of the boy go to the Home. The two boys are. seeing what happend the boy.

SAMPLE PICTURE CARDS



For Marat Safin (facing page)  
and Sania Mirza, it was a  
memorable championship.



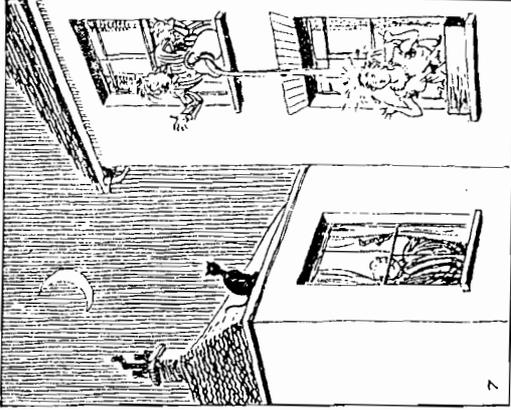
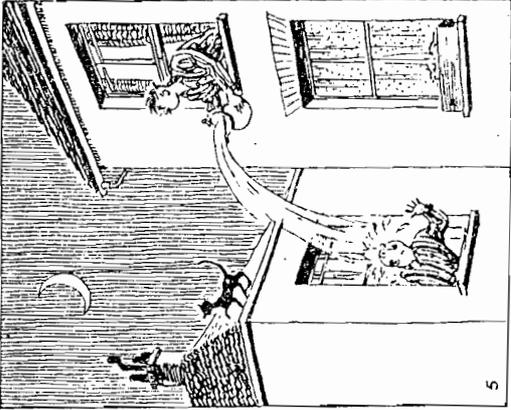
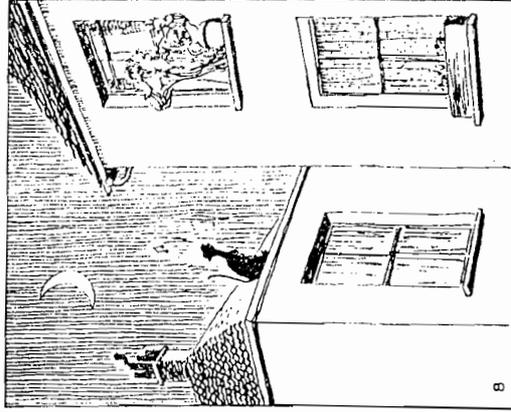




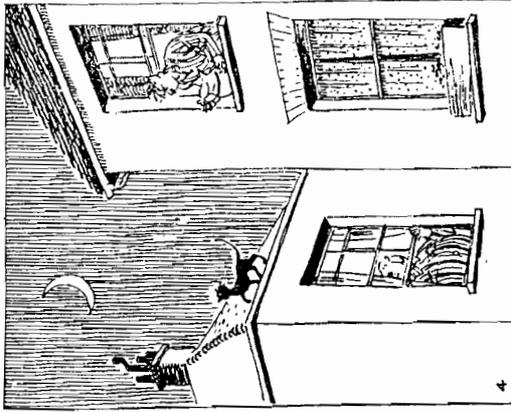
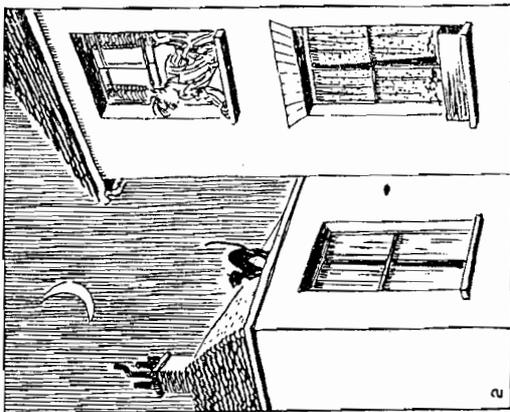




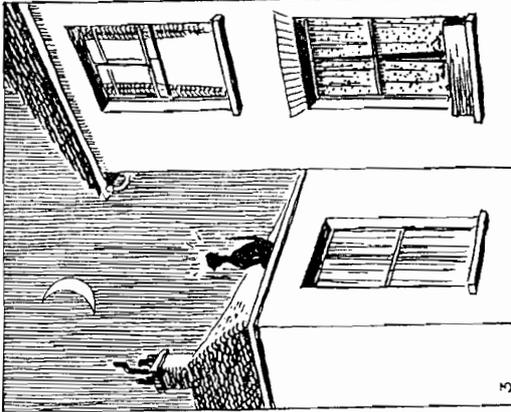
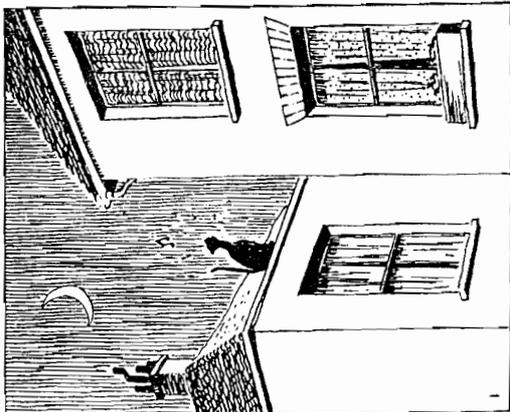
# SAMPLE PICTURE STORIES



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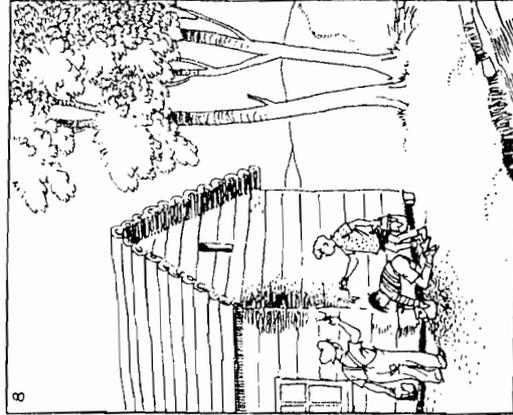
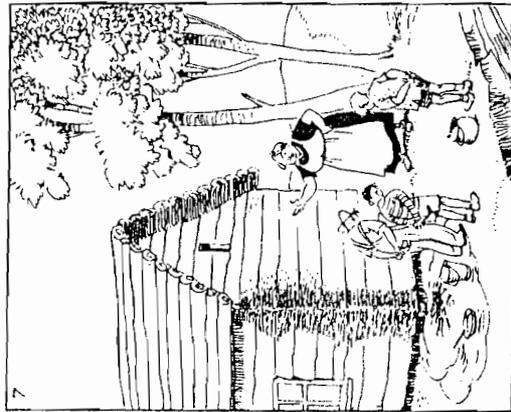
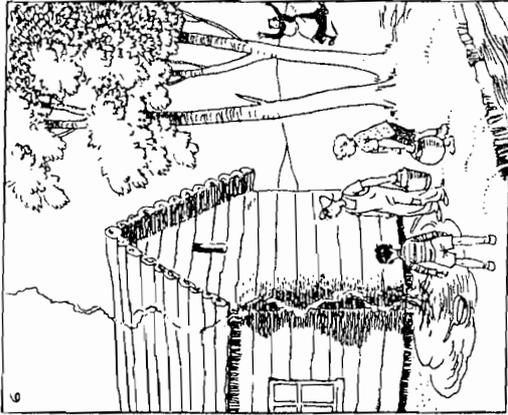
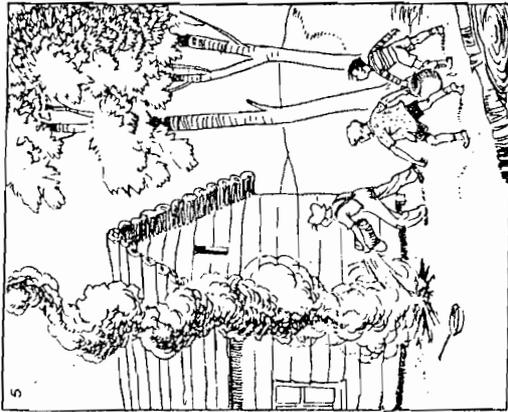
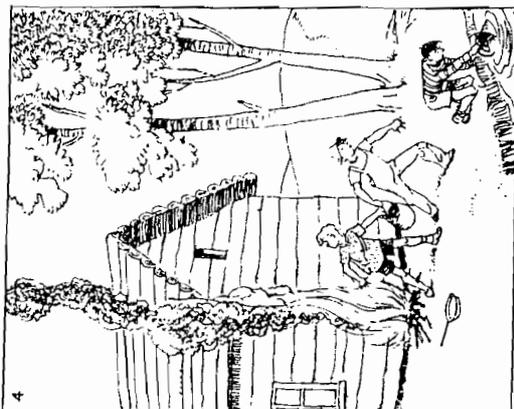
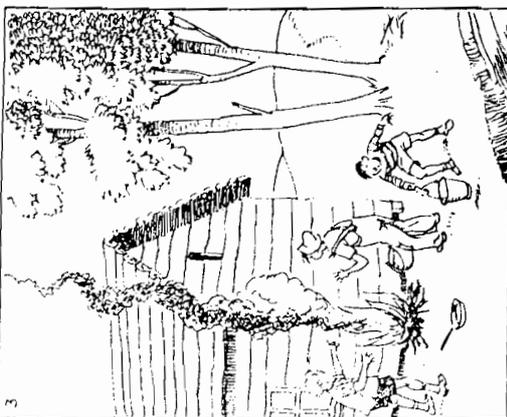
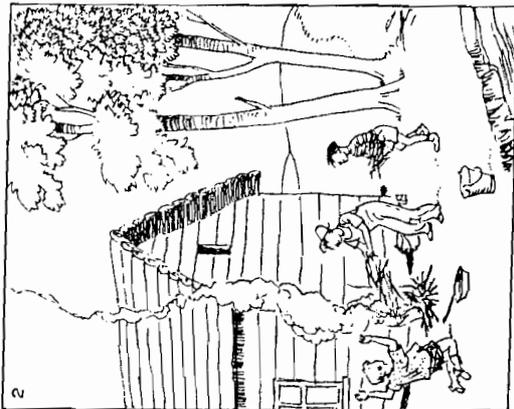
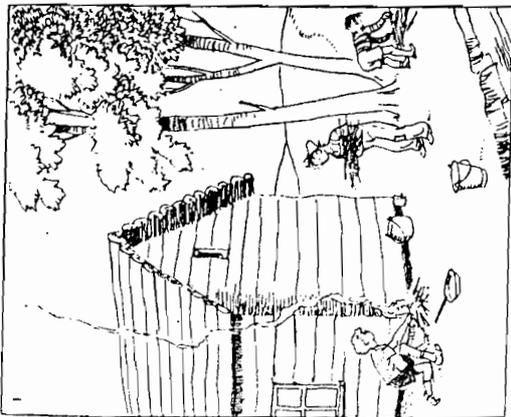


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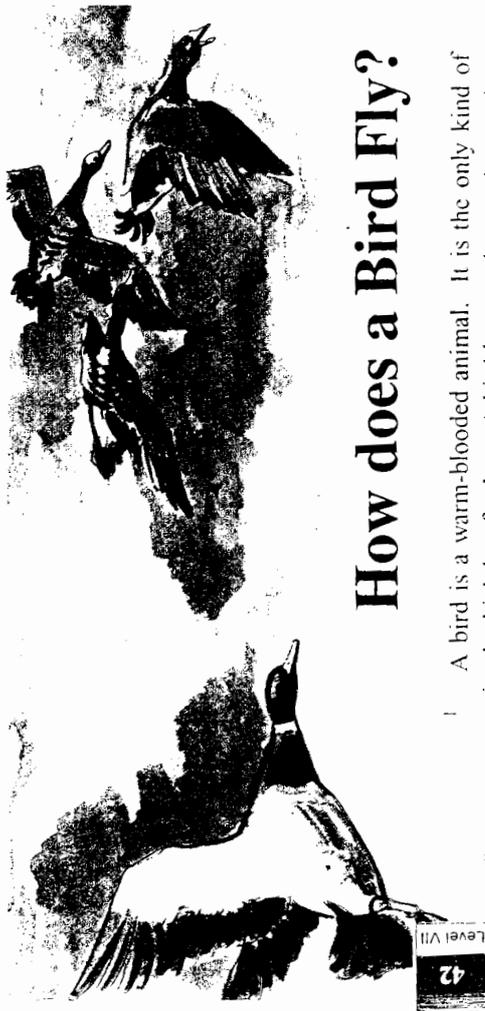
PICTURE STORY 22

PICTURE STORY 2



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## How does a Bird Fly?

- 1 A bird is a warm-blooded animal. It is the only kind of animal which has feathers. A bird has two legs and two wings and instead of a nose and a mouth it has a hard beak. A bird has no ears that show. Most birds can fly.
- 2 All these statements are true, but they do not explain what a delicate and beautiful creature a bird is. Birds really seem to enjoy life. They do everything at top speed. They even breathe more quickly than other animals and their blood is hotter. The world would be very dull without their bright colours and cheerful songs.
- 3 What makes a bird a bird? Is it the wings? Other flying animals have four limbs in addition to wings or flaps for flying. Even a bat's wings are made only of large flaps of skin fixed to their forelimbs. But birds have two of their limbs specially made for flying.
- 4 The bones of a bird's forelimbs (which would be the hand and arm in a human being) are made to support the feathers. They fold into a kind of Z, when the wings are resting. When the bird flies they straighten out into one long line.
- 5 Many of the bones are filled with air to make them lighter, but there is a big, solid breastbone on which the bird rests when it is flying. The legs tuck back under the tail, and there is the perfect streamlined shape for flying!



- 6 A bird has more muscles for its size than any other animal. It needs them for flying. Enormous amounts of oxygen are used to make the muscles work, so the heart pumps blood to the body very fast indeed.
  - 7 The lungs are fixed to the breastbone for a special reason. When you breathe in, your lungs expand and push your ribs outwards. For a bird, it is the other way round. When the wings are flapped the breastbone is pushed in and out. In turn, the breastbone presses on the lungs, squeezing them in and out.
  - 8 There are several air sacs connected to the lungs. These stop the bird from getting out of breath when it is flying by acting as reservoirs for extra air. Unless a human being is a trained athlete, the faster he runs the more out of breath he gets. A bird can actually breathe better when it is flying fast because each wing-beat forces more air in and out.
  - 9 First, the fresh air goes into the lungs, then through the air sacs and out through the lungs again. It is this quick stream of air which keeps the bird light and able to float in the air.
  - 10 Feathers are a perfect covering for warm-blooded animals which have to fly. They are light, tough, waterproof and strong. Each one is tailored to fit over the next, yet they are made so that air can be trapped between them.
- In addition to flight-feathers every bird has several other kinds of feathers. Some are for warmth. Some are for nest-lining. Some are for camouflage and others are for display.
- 10 Most birds can fly and some go very high. But there are some, like the Kiwis, which have simply forgotten how to fly.

## SAMPLE READING CARDS

# How does it Rain?



1 You must have often looked at the clouds and wondered if it was going to be a rainy day. Perhaps you have wondered, too, how water drops down from the sky. How does it get there, and what makes it fall?

2 To understand this we must think about the clouds. If we flew through the clouds in an aeroplane we should see them rolling round us like mist or fog. And that is just what they are. Clouds are big collections of water vapour: cold and wet like the mist that comes rolling up over the fields at night.

3 The sun makes the clouds for us. When it shines, it draws up moisture from the seas, rivers and lakes. We look at water collected on the ground and say, "See how the sun is drying it up!" We cannot see the tiny little drops that the sun is drying and sending into the sky, but on a sunny day millions and millions of them rise slowly; this is called evaporation, which means that the water is changing into water vapour.

4 Have you seen steam coming from a hot container? What would happen if you held a plate on top of it? The plate would soon be covered with drops of water. The steam or water vapour has changed back into water again, because the cold plate made the vapour run together into little drops.

5 That is just how rain is made, up in the sky. The water vapour drawn up by the sun floats about in big clouds until it comes

against something cold – a mountain or a cool wind – and then the clouds condense or turn into drops of water, just as the steam from the container did. When the drops are big and heavy, they fall as rain.

6 Rain does a lot of good. It cleans the air for us, and washes the roads. In spring, the rain softens the earth and helps the young, growing plants to grow roots and branches. It gives them the moisture they need and wets the dry seeds lying under the ground, making them grow into plants.

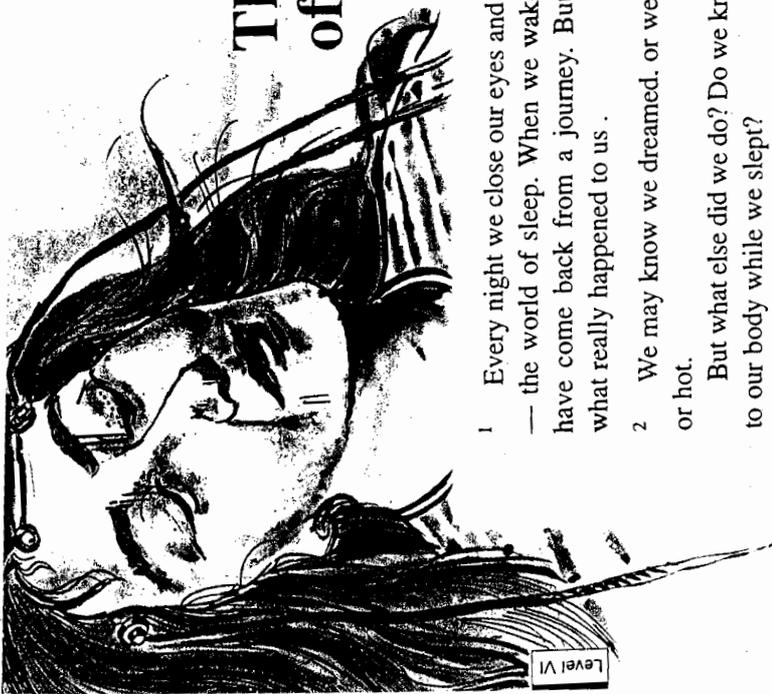
7 It fills the lakes for the ducks and the rivers for the boats. It fills the wells and the ponds in the countryside.

8 When the sun comes out once more, the water on the ground begins to dry again. The water in the ponds shrinks again little by little, and clouds begin to collect, waiting for the moment when the moisture can come down as rain.

9 When no rain falls for a long time, we say there is a drought, and we are worried. We look at the sky for rain-clouds. Plants die, for their roots do not get enough moisture, and their leaves are covered with dust and cannot breathe. As you know, a plant breathes through tiny holes in its leaves, and if the rain does not wash them clean now and then, they cannot get the air they need.

10 Crops fail, wells dry up, ponds become muddy and rivers get shallow in a long drought. We cannot live without rain, and when the drought is at an end and the rain drops fall down in millions, we are full of joy – men, animals, and plants. "The wonderful rain has come at last!" we say.





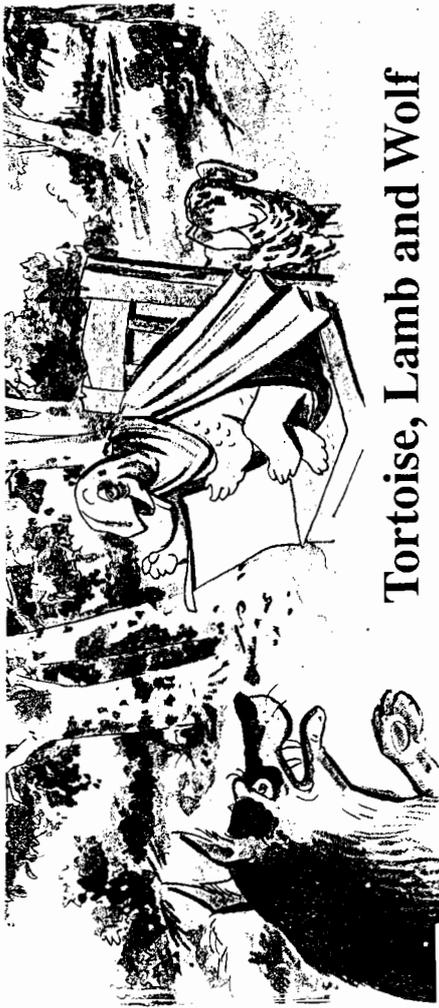
Level VI

## The World of Sleep

- 1 Every night we close our eyes and go off to another world — the world of sleep. When we wake up, it seems as if we have come back from a journey. But we do not remember what really happened to us.
- 2 We may know we dreamed, or we may know we felt cold or hot.  
But what else did we do? Do we know what was happening to our body while we slept?
- 3 One important thing that happened, of course, was that the muscles of our body relaxed. If someone were to raise our arm gently while we slept, it would be quite relaxed and we would not be disturbed. One of the reasons we lie down when we go to sleep is to allow this muscle relaxation. But we have a set of muscles that do not relax during sleep. These are the muscles around the eyes and the eyelids. These muscles contract so that we can keep our eyes closed.
- 4 During a night's sleep, our body goes through a lot of motion. We may move just one part of the body or another, or sometimes we turn over completely to change our position. Some people move more some less. The amount of body movement while we are asleep, depends on many things. It may depend on how tired we are. It may depend on the temperature. It may even depend on what we ate before we

went to bed. The average person moves about 20 to 40 times when asleep at night. But the movement lasts only about 30 seconds in each hour — that is, for a few minutes in a whole night.

- 5 When we are awake, each one of us reacts differently to the things we hear, see, feel or smell. But when we are asleep, we all react in almost the same way to the messages that our sense organs, like the ears, eyes, and nose, receive. Noise, light, heat, smells — all these produce almost the same kind of behaviour in all sleeping persons!
- 6 What happens inside our body while we are asleep? The blood continues to circulate, of course, but the heartbeat gets slower. We breathe more slowly, too, and not as deeply as when we are awake. Digestion goes on at its usual rate. The liver and kidneys continue working, but at a slightly slower rate. Our body temperature drops by as much as one degree. We may perspire more when we sleep. But we perspire less in the palms of the hands and soles of the feet during sleep than when we are awake.
- 7 It is not true, as some people think, that we sleep more deeply at certain times during the night. In any one night, we may go from shallow sleep to deep sleep over and over again!

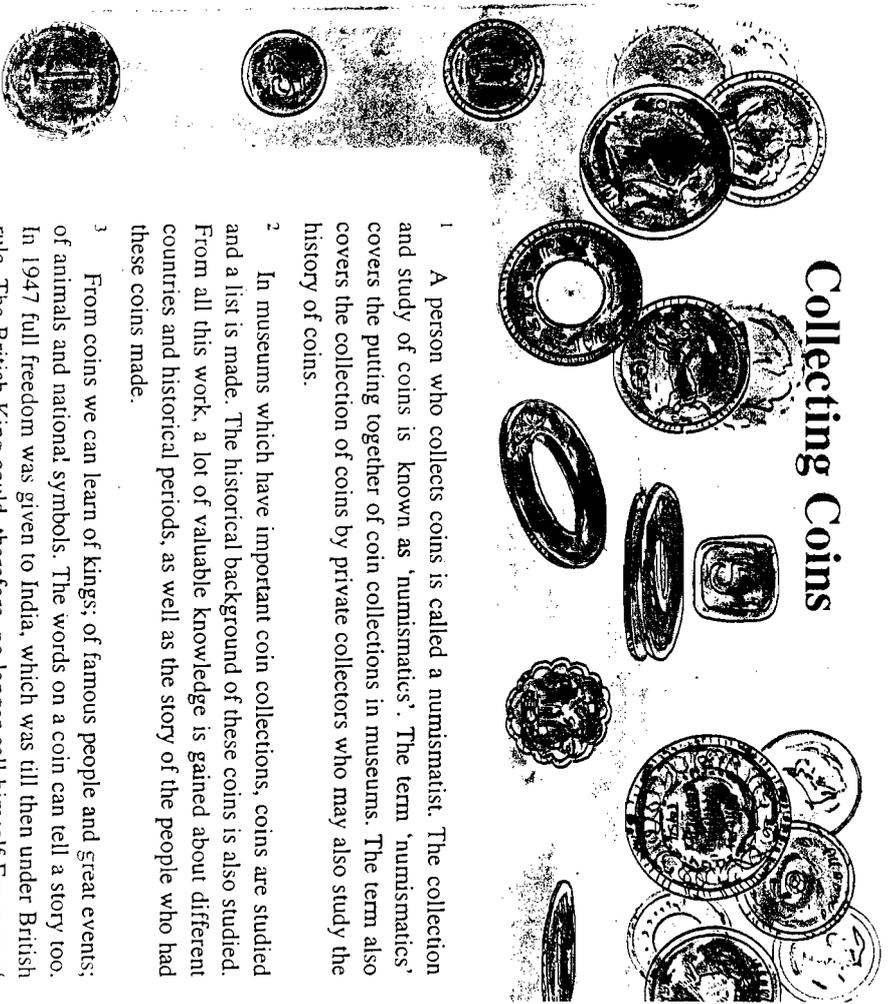


## Tortoise, Lamb and Wolf

- 1 Once upon a time there was a man who owned a great flock of sheep. When he died, the sheep were left wandering by themselves. Then came a pack of wolves who ate all the sheep, except one little lamb who hid himself in a hole, and only came out to eat after dark.
- 2 Early one morning, just as the little lamb was thinking of creeping into his hole again, Tortoise came walking along.  
"Why Lamb," said Tortoise, "what are you doing here?"  
Then Lamb told Tortoise the whole sad story, and Tortoise said, "Certainly a lamb should not be living all by itself. You come with me. I'll take you to a place where there is a big flock of sheep."
- 3 But Lamb answered, "Oh, no, I'd better stay where I am! If we should meet a wolf on our way, that would be the end of me! Better to lead a lonely life than not live at all!"  
Tortoise said, "Am I not clever? And are not wolves foolish? I'll take care of you."  
"Well, if you think you can," said Lamb.  
"Of course I can," said Tortoise.
- 4 So Lamb and Tortoise set out together. And on their way they saw an old chair that someone had thrown away.  
"Pick up that chair," said Tortoise to Lamb. "It may come in useful."  
So Lamb picked up the chair. And Tortoise and Lamb walked on together.
- 5 Well, they hadn't gone much farther when they saw a large piece of yellow silky-looking cloth, hanging on a bush. And Tortoise said, "We'll take that piece of yellow cloth with us, for it may come in useful."  
So Lamb took the yellow cloth off the bush, and carried it with him.  
And Tortoise and Lamb walked on together.
- 6 Now there was a gentle wind blowing; and the wind was blowing a piece of white paper all over the ground. And when Tortoise saw the paper she said to

- Lamb, "Catch it, Lamb, catch it! And bring it to me."  
So Lamb caught the paper and Tortoise took it and put it into a corner of her shell.  
And Tortoise and Lamb walked on together.
- 7 Suddenly Lamb gave a shout. "Oh, oh, oh! See who's coming! A wolf! A wolf!"  
And sure enough there was a wolf. He was some way off, but he was coming nearer and nearer.
- 8 Then Tortoise said, "Set my throne here upon the ground."  
"Your - your throne?" whispered Lamb.  
"The chair, silly!" said Tortoise.
- 9 So Lamb took the broken chair from his back and set it on the ground.  
And Wolf was coming nearer and nearer.
- 10 "Help me to sit on my throne," said Tortoise to Lamb.  
Lamb helped Tortoise up on to the chair.  
Wolf was coming nearer and nearer.
- 11 Tortoise said, "Now spread over me my royal golden cloak."  
"Your - your golden cloak?" whispered Lamb.  
"The yellow cloth we took off the bush, silly!" said Tortoise.
- 12 So Lamb spread the yellow cloth over Tortoise, and it covered all but her face. But Lamb was frightened, because Wolf was coming nearer and nearer.  
Then Tortoise took the piece of paper out of the corner of her shell, and said "Now we are ready for Wolf!"
- 13 Wolf was now quite close. But he was stepping carefully. "For," thought he, "these must be very extraordinary people! They are neither running away, nor screaming at the sight of me. Shall I pounce, or shall I not pounce? Better make some enquiries first!"  
So, looking as fierce as he knew how to, he said, "Who are you?"
- 14 Then Tortoise spread out the paper. And making as if to read from it, she said in a loud voice, "This is the command of the God Churmuster unto the most noble and honourable Tortoise. On the same Tortoise I lay this charge - that she do bring me before the fifteenth day of the next moon, the skins of a thousand flock-eating wolves."
- 15 "And now," said Tortoise, folding up the paper and looking very fierce, "having given the God Churmuster nine hundred and ninety-nine wolf skins, we will get down from our throne and begin to skin the thousandth. Lambkin, hand me my knife!"
- 16 But Wolf didn't stop to see whether Lamb had a knife or not. He turned and ran away.
- 17 So when Wolf had gone, Tortoise laughed, removed her golden cloak, and got down from her throne.
- 18 Then Tortoise and Lamb set off on their journey again, and came at sunset into a lane where a shepherd was driving a large flock of sheep and lambs home from the fields.
- 19 "Quick, in among the flock with you, Lambkin," said Tortoise, "No, don't stop to thank me!"  
So Lamb slipped in among the flock.

# Collecting Coins



- 1 A person who collects coins is called a numismatist. The collection and study of coins is known as 'numismatics'. The term 'numismatics' covers the putting together of coin collections in museums. The term also covers the collection of coins by private collectors who may also study the history of coins.
- 2 In museums which have important coin collections, coins are studied and a list is made. The historical background of these coins is also studied. From all this work, a lot of valuable knowledge is gained about different countries and historical periods, as well as the story of the people who had these coins made.
- 3 From coins we can learn of kings; of famous people and great events; of animals and national symbols. The words on a coin can tell a story too. In 1947 full freedom was given to India, which was till then under British rule. The British King could, therefore, no longer call himself Emperor of India. So, after 1948, British coins lost the letters IND.IMP.
- 4 Private collectors may collect coins for a number of reasons — something may lead to an interest in coins of a particular country or type; in coins made from a particular metal; in coins having a particular pattern such as coats of arms, animals or ships; or in coins made during a particular period in world history.
- 5 Because of these reasons, any coin which interests a collector and gives him pleasure and knowledge is a collector's item. What is important — what gives a coin its value — is its rarity in any particular series, and its condition.

6 While many old coins may be rare, it is a mistake to think that all old coins are rare. Much also depends on how many coins of any particular denomination were made in a particular year. It may be that in a certain year hardly any coins of a particular denomination were made. A coin of that denomination made during that year would then become extremely rare and valuable.

7 The value of a coin also depends on its condition. A coin in poor condition is not good enough for collecting unless it is very uncommon. It should also be almost impossible to find another specimen of that coin which is in good condition.

8 Since damaged coins have very little value or appeal it is important to treat coins gently and with care. Keep them clean and dry. Hold them only by the edges. If coins are dirty, they should be cleaned with a little mild soap and warm water. All the soap should be washed off and the coin should be wiped gently with a soft cloth. Coins should never be rubbed harshly with a brush or any kind of polish. Coins should never be dropped on the floor, knocked together, wrapped in damp paper or allowed to become scratched. Such treatment may damage the coin, worsen its condition and lessen its value. Coins may be kept in specially built coin cabinets or in little plastic bags which keep the coins separate and dry, and prevent them from becoming discoloured and dull. Coins can also be stored in small tubes which will hold coins of the same kind. Coins can also be put into plastic pages with pockets (like tea bags), which fit into albums of different sizes.

9 There is a world of interest and knowledge to be had from coin-collecting. The usual way of getting coins for collection is by buying or exchanging. Some coins you need may appear in your change. Friends may give you some. There are clubs you may join where you can buy, sell and exchange coins. Some shops sell only coins. It is a good idea to find one you like and get to know the dealer. A good dealer is your best friend when it comes to deciding the condition of a coin. Coin books and magazines, friends and club members may all be helpful and give valuable advice — but it is the dealer's opinion that matters most.