

## **Analysing Writing Difficulties of Urdu and Hindi Medium Students Learning English Language**

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### **Abstract**

In this study, the investigator surveyed the writing difficulties of Urdu and Hindi medium students learning English language at secondary school level. For this study the sample consisted of 100 students of secondary school level of Urdu and Hindi medium. To assess the writing difficulty of the students in learning English language at secondary school level, a questionnaire was developed by the investigator consisted of ten items dealing with the areas of writing in English language. The analysis of data was done by using statistical techniques like Analysis of Variance, Mean, Standard Deviation, standard error of difference between the means. A t-test was used to see the significance of the difference between two means. This study revealed that there are differences in the field of writing of English language at secondary school level with reference to medium of instruction as well as gender.

**Keywords:** Writing Difficulties, English Language, Urdu Medium, Hindi Medium, Secondary School Level

### **Introduction**

Language is one of the most invaluable possessions of mankind. 'With the help of language only an individual is able to communicate with others leading towards solving a number of problems and accomplishing tasks. Without a language no educational activity including research would have ever been possible. That is why it is very essential for every human being to learn and use a language. (retrieved from <https://en.wikipedia.org>)

Language can be defined in many ways. It may be viewed as a set of habits to express one's thoughts and feelings. So it is all about the importance and role of language in the life of all human being but at the same time we all are aware that there are thousands of languages dealing with all human beings of the world. So there is a need of such a language which have the potential of connectedness all over the world so that people can communicate, deliver and disseminate our ideas, thought to other people, can able to solve their problem, can make achievement in various fields and flourish in the educational field at the same time. There is no doubt left about the importance of English language that it has become the language of this global world. It is the facilitator of international contacts, employment opportunities and has opened the gates of western science and technology for the whole world. (Kilgour, David, 1999.)

Every language is divided into two areas namely its reception and expressions which is further divided into listening, reading, speaking and lastly writing which is most important and crucial part of any language because people easily can start reading and speaking any language by little effort, but writing is like Rome and not built in a day.

So here our concern is with the writing of English language because for us Asian people and so many like us in this world is still a foreign language. we can handle our daily needs by speaking little English and some time by mixing it with our mother tongue but when it is the case of flourishing academically, nationally and internationally then we need good command of English language. So investigator after considering this problem of writing difficulties in learning English language for other language learners took it as the need of the hour, worked specifically on the various aspects of writing difficulties of Urdu and Hindi medium students at secondary school level. Due to lack of time it was specific and delimited to Urdu and Hindi medium students at secondary level however this study can have implications for other levels as well as other language mediums.

### **Justification of the Problem**

In this competitive global world, it is necessary that we must have good command over English language, which is lingua franca, international language or used as a language of trade, communication and opportunity throughout the world. So to compete in this world and for our own development, we should develop fluency in receptive and productive skills. But as a second language learner, Indians are not so good in writing and speaking. Without good writing and speaking skills, we cannot hope to compete in this competitive world.

Personally, I also experienced during my teacher training programme that pupils were not able to express or write their views in writing form. Therefore, I chose this problem of investigating the writing difficulties of Urdu and Hindi medium students in learning English language at secondary school level.

### **Objectives of the Study**

1. To investigate the Writing Difficulties of Students in learning English language at Secondary School Level.
2. To investigate the Writing Difficulties of Urdu and Hindi medium Students in learning English Language at Secondary School Level.
3. To investigate the Writing Difficulties of Girls and Boys in Learning English Language at Secondary Level.
4. To investigate the Writing Difficulties of Urdu medium Boys and Urdu medium Girls in Learning English Language at Secondary School Level.
5. To investigate the Writing Difficulties of Hindi medium Boys and Hindi medium Girls in Learning English Language at Secondary School Level.

### **Hypotheses of the Study**

The hypotheses of the study were formulated as under:

1. There is no significant difference in writing difficulties of students in learning English language at Secondary school Level.
2. There is no significant difference in writing difficulties of Urdu and Hindi medium students in learning English language at secondary school level.
3. There is no significant difference in writing difficulties of Boys and Girls in learning English language at Secondary school Level.
4. There is no significant difference in writing difficulties of Urdu medium Boys and Urdu medium Girls in learning English language at Secondary school Level.
5. There is no significant difference in writing difficulties of Hindi medium Boys and Hindi medium girls in learning English language at Secondary school Level.

### **Methodology**

The methodology adopted for this study is descriptive in nature. This study used quantitative methods to collect the data on writing difficulty

### Sample size

The sample consisted of 100 school students of class X from the four schools. Out of 100 students, 50 were girls and 50 were boys and out of 50 girls, 25 were Urdu medium girls and 25 were Hindi medium girls and out of 50, boys 25 were Urdu medium boys and 25 were Hindi medium boys.

### Variables Used in the Study

In the present study, dependent variable as writing difficulties and independent variables are Urdu and Hindi medium students.

### Statistical Techniques Employed in This Study

The following statistical techniques were used

1. Mean (M)
2. Standard Deviation (SD)
3. Standard Error of Difference between the Means (SEM)
4. t-test was used to see the significance of the difference between two means
5. Analysis of Variance (ANOVA)

### Result and Discussion

#### Objective- 1

To investigate the writing difficulties of students in learning English Language at Secondary School Level.

#### Hypothesis- 1

There is no significant difference in writing difficulties of students in learning English language at Secondary school Level.

**TABLE- 1**  
**Interaction between gender and medium**

ANOVA TABLE						
Source Of Variance	SS	Df	MS	F	Table value	Result
Between	3,774.56	3	1258.187	43.29058	F -(v1=3,v2=96) = 2.69	Null hypothesis rejected
Within	2,790.12	96	29.06375			
Total	6,564.68	99				

On the basis of above analysis and from the ANOVA table, we can say that there are differences in the writing difficulties of students at secondary school level as calculated value of ANOVA is greater than the significant value. Hence the above stated null hypothesis is rejected which states that there is no significant difference in writing English at secondary school level

#### Objective- 2

To investigate the writing difficulties of Urdu and Hindi medium students in learning English Language at Secondary School Level.

### Hypothesis- 2

There is no significant difference in writing difficulties of Urdu and Hindi medium students in learning English language at secondary school level.

**TABLE- 2**  
**Significance of the difference between Urdu and Hindi medium students**

t -table : Urdu Medium Vs Hindi Medium students				
Urdu Medium	Mean-18.50, Std,dev-5.57	calculated t-value 3.13	t table value at 5% level of Significance 2.01	Null Hypothesis rejected
Hindi Medium	Mean-10.86, Std,dev-8.05			

On the basis of above analysis and from the t- table, we can say that there are differences in the writing difficulties of Urdu and Hindi medium students at secondary school level as calculated value of 't' is greater than the significant value. Hence the above stated null hypothesis is rejected which states that there is no significant difference in writing difficulties of Urdu and Hindi medium students in learning English language at secondary school level.

### Objective- 3

To investigate the writing difficulties of Boys and Girls in learning English Language at Secondary School Level.

### Hypothesis- 3

There is no significant difference in writing difficulties of Boys and Girls in learning English language at Secondary school Level.

**TABLE-3**  
**Significance of the difference between the boys and girls**

t -Table : Boys Vs Girls				
Boys	Mean-15.86, Std,dev-5.31	calculated t-value 0.13	t table value at 5% level of Significance 2.01	Null Hypothesis Accepted
Girls	Mean-13.50, Std,dev-9.7			

On the basis of above analysis and from t-table, we can say that there are no differences in writing difficulties of Boys and Girls in learning English language at secondary school level as calculated value of 't' is lesser than the significant value. Hence the above stated null hypothesis is accepted which states that there is no significant difference in writing difficulties of Boys and Girls in learning English language at secondary school level.

### Objective- 4

To investigate the writing difficulties of Urdu medium Boys and Urdu medium Girls in learning English Language at Secondary School Level.

**Hypothesis- 4**

There is no significant difference in writing difficulties of Urdu medium Boys and Urdu medium Girls in learning English language at Secondary school Level.

**TABLE- 4**  
**Significance of the difference between Urdu medium boys and Urdu medium girls**

t -Table : Urdu Medium boys Vs Urdu Medium Girls				
Urdu Medium Boys	Mean-15.20, Std,dev-5.20	calculated t-value 4.5	t table value at 5% level of Significance 2.06	Null Hypothesis rejected
Urdu Medium Girls	Mean-21.80, Std, dev-4.70			

On the basis of above analysis and from the t- table, we can say that there are differences in writing difficulties of Urdu medium Boys and Urdu medium Girls in learning English language at secondary school level as calculated value of ‘t’ is greater than the significant value. Hence the above stated null hypothesis is rejected which states that there is no significant difference in writing difficulties of Urdu medium Boys and Urdu medium Girls in learning English language at secondary school level.

**Objective- 5**

To investigate the writing difficulties of Hindi medium Boys and Hindi medium Girls in learning English Language at Secondary School level.

**Hypothesis- 5**

There is no significant difference in writing difficulties of Hindi medium Boys and Hindi medium girls in learning English language at Secondary school Level.

**TABLE-5**  
**Significance of the difference between Hindi medium boys and hindi medium girls**

t -Table : Hindi Medium boys Vs Hindi Medium Girls				
Hindi Medium Boys	Mean-16.52, Std,dev-6.20	calculated t-value 8.8	t table value at 5% level of Significance 2.06	Null Hypothesis rejected
Hindi Medium Girls	Mean-5.2, Std,dev-4.20			

On the basis of above analysis and from the t- table, we can say that there are differences in writing difficulties of Hindi medium boys and Hindi medium girls in learning English language at secondary school level as calculated value of 't' is greater than the significant value. Hence the above null hypothesis is rejected which states that there is no significant difference in writing difficulties of Hindi medium Boys and Hindi medium Girls in learning English language at secondary school level.

## **Findings, Conclusion and Implication of the Study**

### **Findings**

1. There are differences in the writing difficulties of students at secondary school level.
2. There are differences in the writing difficulties of Urdu medium and Hindi medium students at secondary school level.
- 3 There are no differences in writing difficulties of Boys and Girls in learning English language at secondary school level.
4. There are differences in writing difficulties of Urdu medium Boys and Urdu medium Girls in learning English language at secondary school level.
5. There are differences in writing difficulties of Hindi medium boys and Hindi medium girls in learning English language at secondary school level.

### **Conclusion**

Here we will conclude our findings in the following:

1. Significant differences are found in the writing difficulties of the students in learning English language at the secondary school level. Therefore, it can be concluded that same level does not mean that it must marked by the same performance or same achievement of the students of the same level. There are differences lie due to different environmental conditions, lack of availability of proper learning material, due to defective teaching method, lack of effective teachers, different socio-economic background of the students and last but not the least due to non-sincerity on the part of the state government in regard to the teaching and learning of English at the school level. These reasons of differences among the students are also supported by the study made by CHINAPPA, P., in 1978 by investigating the problems and difficulties in learning Hindi by the Telugu speaking students of class VIII in the high school.
2. Significant differences are found in the writing difficulties of Urdu and Hindi medium students in learning English language at secondary school level. In this study it was found that Urdu medium students have more difficulties rather than Hindi medium students. Here we can conclude that different mother tongue have different impact or influence in learning other language like English. Other reasons are also found such as lack of proper learning material, due to different environmental conditions, defective teaching method, lack of effective teachers in the field of English etc., as supported by the study made by Sarma, Madan, Mohan (1991), by investigating the errors in written English of Assamese learners at the higher secondary level.
3. No significant differences are found in the writing difficulties in learning English language of boys and girls at secondary school level. Here we can conclude that there are no differences lies in regard to gender in terms of writing difficulties in learning language. It is also proved by many studies that there are no difference lies in regard to the mental ability in terms of gender.
4. Significant differences are found in the writing difficulties Urdu medium boys and Urdu medium girls in learning English language at secondary school level. Here we can also conclude the same thing, although there is no difference on the basis of the gender as concluded by the above findings.

Therefore, differences lie due to different environmental condition, lack of proper learning material and due to lack of sincere efforts on the part of both the teachers and the students in regard to the teaching and learning of English.

5. Significant differences are found in the writing difficulties Hindi medium boys and Hindi medium girls in learning English language at secondary school level. It is also found in this study that Urdu medium girls have more writing difficulties in learning English language rather than boys. Here also we can conclude the same reasons as have been concluded in the above findings, as that no differences are found on the basis of gender, therefore there are differences are lie due to different environmental conditions, due to lack of proper place of English teaching in the school time table, lack of availability of proper learning material, lack of effective teachers in the area of English, due to defective teaching method and last but not the least the non-sincerity on both the part of students and teachers in regard to the teaching and learning of English.

### **Educational Implications**

With the help of the findings of the study, there can be many educational implications of this study, these are the following:

- With the help of this study, a teacher can identify language learners need, develop strategies to overcome the writing difficulties of the students, mould his or her method to overcome the writing difficulties of the students, improve the written expression of the students which is the core area of development in academic areas, provide the learning material according to the needs of the students, identify the individual differences; exist among the students of the same level.
- A teacher can use more teaching aids to overcome the writing difficulties of the students. For example, by showing pictures of any concept or story, a teacher can ask to the students, to write and to explain it in their own words, this will ultimately develop their writing skills and overcome the writing difficulties of all the learners by focusing also on slow learners, side by side with the average or good learners.
- Students should be given enough time to express their views in written form or to improve their writing skills, because it is not a skill which they can overcome in a fortnight.
- A teacher can overcome writing difficulties of the students by associating learning material with their day to day life experiences of the students. For example, a teacher can ask to write a passage about yourself, about your life, about your environment and about friends etc. This will create interest among the students and ultimately lead to the development or improvement of the writing skills of the students. As we know that writing difficulties include problems related to grammar, problems related to tense, handwriting, word order, punctuation, prepositions and other various problems. Therefore, to overcome these problems, a teacher can also focus on drill work. and the problems related to the tenses, a teacher can give examples and also can explain from the past, present and future goals of the students, for better and clear explanation of his or her ideas.
- For overcoming the writing difficulties of the students, a language teacher can also use language lab and also if the computer facilities are available at the disposal of the school. A teacher can give students writing exercises on computer, this will free the students from the mechanics of hand writing, enables them to correct and change what they have written easily and at the same time teaches a new and useful skill. Language activities and grammar exercises on computer may seem more fun than paper and pencil.
- Last but not the least, to overcome the writing difficulties of the students, a teacher can also take the help of the parents by making the parents aware about the writing difficulties of their children, because it is only the teacher who can understand the need if the students very easily

and can take help of their parents by many ways such as they can encourage practice and revision, by giving positive feedback to their children and by giving extra help to their children etc.

### Suggestions for further research

- This type of study can also be held on other three skills of the English language such as listening, reading and speaking, to find out the difficulties of other medium of the students in learning English language.
- This study is to find the writing difficulties especially of Urdu and Hindi medium students in learning English language. Similarly, it can be held on other medium of students such as Arabic, Persian etc. in learning English language.
- This study also provides scope for conducting research on writing difficulties of any regional language learners in learning English language.
- This study especially finds out the writing difficulties of secondary level students in learning English language. Therefore it also provides the scope for further study to find out the writing difficulties of any level of students of other medium in learning English language, such as at higher secondary level, at B.A. level and M.A. level etc.

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