An Investigation into Some of the Learning Problems in English Language Writing among Lambada Community Learners in Andhra Pradesh

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AN INVESTIGATION INTO SOME OF THE LEARNING PROBLEMS IN ENGLISH LANGUAGE WRITING AMONG LAMBADA COMMUNITY LEARNERS IN ANDHRA PRADESH

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A thesis submitted in partial fulfillment of the requirements for the

Degree of

MASTER OF PHILOSOPHY IN ENGLISH

[English Language Teaching]

THE ENGLISH AND FOREIGN LANGUAGE UNIVERSITY

HYDERABAD -500 605

August- 2009

Dedicated to…

My Beloved Parents

AKNOWLEDGEMENTS

The writing of a dissertation is a lonely and isolating experience, yet it is obviously not possible without the personal and practical support of numerous people. I owe my gratitude to all those people who have made this dissertation possible and because of whom my research experience has been one that I will cherish forever.

I am deeply grateful to my supervisor, **Dr. G. Rajagopal**. I have been fortunate to have an advisor who gave me the freedom to explore on my own and at the same time the direction to recover when my steps faltered. He taught me how to question thoughts and express ideas. His patience and support helped me to overcome many predicarious situations and finish this study. I am also thankful to him for reading my writing, commenting on my views and helping me to understand and enrich my ideas. I am also thankful to him for encouraging me to use correct grammar, helping me with consistent notation in my writings and for carefully reading and helping me with countless revisions of this manuscript.

I am also grateful to Prof. Mohan Raj, Prof. Paul Gunashekar, Prof. Prahalad, Prof. Prema kumari, Prof. Geetha Durairajan, Prof. Shruti Sircar, Prof.Jaishree Mohanraj, Ms. Lina Mukhopadhyaya, Prof. Veda Sharan, Prof. Anand Mahand, Prof. Meera Srinivas, Prof. Julu Sen for being wonderful teachers. I would be thankful to the whole department of English Language Education.

I am also thankful to Dr. Amitha Ruth and Amali Raj, for their great help and blessings that I'd remember forever.

I am deeply grateful to our V.C. Abhai Maurya, Registrar Bapaiah, Babu Rao sir and Muralidhar Thadi sir for their great support and blessings.

i

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My Beloved Parents

I am thankful to the staff of Ramesh Mohan Library and a special gratitude to the Controller of Exams, Shashi, Raju and Swapna for their kind information about the procedural issues.

Siva, my best friend, for all her help, moral support, encouragement and prayers.

Nimmi(Nirmala), my dear friend for spending her valuable time and reading my chapters.

We know Matha, Pitha, Dhaivam all the earlier mentioned names play their individual roles like farther mother, but the one behind my success who has been playing all three roles together is my brother Mr Ramu. Iam grateful to him for helping me achieve this and also for whatever Iam going to get in future. Thanks for everything.

It is not easy to find appropriate words to express my thanks for his support, help, guidance which made me to successed in my task. Kiran I will always look forward for opportunities throughout my life to be grateful to you.

Supu, Sidu, Chanti, Mamatha, Swapna, Puri, Padmaja, and Ramya for the great friends you are. Thanks for your phone calls, help and encouragement. Annie, Cele, Prabha, Nissa, Madhuri, Pavani, Sureka, Lucky, for being good friends.

The Government high school of Seva Banda Thanda, Gokafaslawad staff and students for all their contribution, help and time to this study. Thanks for the students of eighth class, for their cooperation and patience during data collection

Sagar brother and Sai Xerox for their immediate help for my needs.

Many friends have helped me stay sane through these difficult years. Their support and care helped me overcome setbacks and stay focused on my studies. I greatly value their friendship and I deeply appreciate their trust in me.

ii

Most importantly, none of this would have been possible without the love and patience of my family. My family members, my mother and my brothers are the constant source of love, concern, support and strength all these years.

Last, but not the least to my community people and others.

ABSTRACT

The thesis entitled, "AN INVESTIGATION INTO SOME OF THE LEARNING PROBLEMS IN ENGLISH LANGUAGE WRITING AMONG LAMBADA COMMUNITY LEARNERS IN ANDHRA PRADESH", attempts to teach basic grammar words to the Lambada community learners. It proposes to teach writing through content and structural words, and use strategies that are suitable to the level of the learners. It also tries to motivate and provide a context to improve writing. The purpose of this study is to investigate, analyse and understand the issues involved in the teaching of writing at the high school level. Class VIII class learners of the Lambada community in the Government School of Gokafaslawad of Mahaboob Nagar District were chosen as the subjects of the study. Teaching writing is the focus of the study as it is the most essential skill for academic purposes.

The study hypothesizes that teaching writing through charts, blackboard, handouts of content and structural words would serve as a successful strategy to enhance the writing skills of Lambada community learners in Government schools in rural areas.

The study is carried out in three phases. Phase one identifies the problems that the first generation learners encounter while performing writing tasks. This is done through classroom observation, questionnaire, pre-test, analysis of the classroom tasks, analysis of the answer scripts, and interviews with teachers, learners, parents and administrators.

After analysing the problems, the second phase concentrates on the teaching of writing to the learners over a period of time by providing handouts and giving practice in using classroom tasks, activities, and providing meanings of words, asking questions, giving explanation and conducting discussions. Some of the tools used for the purpose of teaching writing are-

reading cards, story books, handouts, blackboard and so on. Phase three consists of assessment of learners' achievement in terms of the word level which they have gained over a period of twenty five instructional sessions. This is done through an end test, which tests the learners improved proficiency in writing.

The first chapter presents the rationale of the study. It discusses the ELT situation in India focussing on first generation learners of ZPHS, Mahaboob Nagar District and also discusses the history of ELT in India. This chapter also explains the importance of English for Lambada learners, the purpose of teaching writing and the scope of the study.

The second chapter explains the importance of writing and writing as a discourse. It also presents the various kinds of approaches and methods to writing, different kinds of writing and the nature of writing. This chapter discusses the review of various related researches carried out in the area of teaching writing. The chapter concludes with a discussion of Munby's (1978) 'taxonomy of language skills'. Further an attempt is made to bid the study on a suitable theoretical framework followed by a discussion about its implications and significance for Lambada community learners in the teaching/learning of English.

Chapter three deals with the research design of the study. It describes the research instruments used for data collection, the procedures followed and the type of data collected from the instruments of the study.

The fourth chapter deals with the presentation and interpretation of data. It furnishes the information gathered by administering a questionnaire and by analysing the responses of the teachers and learners recorded in formal and informal interviews. The analysis of the pre-test, improvement tasks and the end test are also presented.

v

Chapter five presents the findings of the study and discusses their implications for teachers, learners, parents, and administrators. It also puts forth the some recommendations for teachers, policy makers and materials producers. Suggestions for further research in the area are also indicated.

Table of Contents

Chapter One: Introduction

Chapter Two: Review of Related Literature and Theoretical Framework

Chapter Three: Research Design and Data Collection

Chapter Four: Interpretation and Data Collection

Chapter Five: Conclusion

Appendices

Appendix -1

Questionnaire

Sample Pretest Scripts

Posttest Sample Scripts

Appendix-2

Sample Handouts

List of charts

Chapter Four

List of Tables

Chapter Three

List of charts

Chapter Four

List of Tables

Chapter Three

Appendices

Appendix -1

Questionnaire

Sample Pretest Scripts

Posttest Sample Scripts

Appendix-2

Sample Handouts

Chapter 1

Introduction

CHAPTER - I

1.0 Introduction

Formally English has a position as an Associate/Official Language, but in fact it is the most important language of India. After Hindi, it is the most commonly spoken language across India. Indians who know English will always try to demonstrate and be acquainted with English. English for Indians symbolizes- better education, better culture and higher intellect. Indians who know English and who frequently come together to converse in Indian languages with their fellow Indians get accustomed to use many English words in the middle of their conversations. English also serves as the prime communicator among Indians who speak various different languages. English is also very important in some of the major institutions in India– legal, financial, educational, business and so on. Until the beginning of 1990s, English movies screened in India were not translated or dubbed into Indian languages, and were meant for the English speakers only. The reason is Indians give such importance to English is related to the fact that it is a Global Language.

This chapter talks about the brief history of English language in India, and the status of English language teaching in India. It also describes the problems in the writing skills of a community of learners called Lambada in Andhra Pradesh. It also discusses the underlying principles and the goals of present the study, the purposes of teaching English as a second language and finally details the scope of the present research. The organization of the study is outlined in the final section of this chapter.

1

1.1 History of English Language in India

In the Indian subcontinent, English became the overriding language of communication amongst the sophisticated classes after the famous 'Minute' of Lord Macaulay in 1833. When the British started ruling India, they searched for Indian mediators who could help them to administer India. The British turned to high caste Indians to work for them. Many high-caste Indians, especially the Brahmins worked for them. The British policy was to create an Indian class who should think like the British, or as it was said then in Britain, "Indians in blood and colour but English in taste, in opinions, morals and intellect". The British also established Universities in India based on British models with emphasis on English in India. So Indians also got their education in British Universities. The English Christian missionaries came to India from 1813 and they also built schools at the primary level for Indians where the language of instruction was the local language. Later, the missionaries built high schools with English as the language of instruction, and this move benefitted Indians who wanted to study and have a good knowledge of English. From then onwards, English became the first language in Indian education. The 'modern' leaders of that era in India also supported English language, and claimed it to be the main key towards success. Indians who knew good English were seen as the new elite of India. Many new schools were established in which the language of instruction was English. Even after India's Independence, English remained as the main language of India. Officially it was given a status of an Associate language and it still remains as the important language of India. Even today schools in India that emphasize on English as the medium of instruction are considered as better schools and the same is the case at the University level also. Therefore, English in India plays a vital role.

2

1.2 ELT in India

Even as the goals of English teaching and learning are being constantly redefined. Many countries like India, Pakistan, Nepal, Bangladesh and several African nations have teachers' for the teaching of English who are their own nationals, where as a few countries like Japan and China open their doors to a large number of native speakers of English to teach English.

When English was introduced in India in the curriculum of Indian schools as a language to be learned in addition to the national language it was inevitable that Governments and institutions looked forward to train their own nationals to meet the demands.

Every educational institute including the private Christian missionaries in the past provided training to nationals in the art of teaching English as a second Language, the inadequate skills in pronunciation and usage of English.

For several years in our Nation's history, the use of English continues since it serves a major purpose as a National Link-Language, an International Link-Language and also as the language for library references. In 1950 the Indian Government adopted Hindi as its Official Language and English as the Associate Official Language. However this was strongly opposed, and as a result, the Official Language Act (1963) recommended for the continued use of English for further indefinite period. The Indian Education Commission (1964-1966) also recommended for the continuation of English in the interest of national integration and higher academic work.

3

Thus English has come to play a vital role in India in its sociological, political, economical and academic contexts. English is the vehicle of knowledge for information of internal and international communication. It also has provided appropriate register for effective functioning in different contexts.

Regarding as a 'neutral' language for wider communication and the language of technology, modernity and development, English is also a social status symbol. However, the paradox is that, even though English enjoys a high status in the wake of globalization, its teaching and learning in the educational institutes is rather inadequate and unproductive. Current methods of teaching and learning of English in the classroom are not oriented towards using language for communicative purposes. Children need to be given the opportunity to acquire English through interesting activities that replicate real life situations.

1.3 English for Lambada Learners

Lambada is a community in India spread in Maharashtra, Andhra Pradesh, Karnataka and TamilNadu. They are also spread in other States of India. Locally they are known by different names such as Banjara, Lambadi, Sugali, Ghor etc. They live in settlements called Tandas. They have a unique culture and Dance form. The Lambada women wear colourful and beautiful costumes and have tattoos on their hands. They are classified as Scheduled Tribes in Andhra Pradesh. They speak the Lambadi Language, for which there is no script. Their traditional occupation is agriculture.

The traditional food of Lambadas is 'Bati' which is Roti. Their customs, language and dress indicate that they originated from Rajasthan. The trail of the Lambadi/Banjara can be

4

verified from their language since Lambadi borrows many words from Rajasthani, Gujarathi, Marathi and the local language of the area they belong to.

The Lambada tribe is the largest in Andhra Pradesh and is politically neglected and economically challenged. Female infanticide is prevalent in the community and the issues that have caused this practice are responsible for the low status of women in society, poverty, lack of education/training and lack of facilities. The Women and girls of the tribe are deprived from social, economic and educational rights.

In Andhra Pradesh, English has long been taught as a second language and it is also the most widely accepted language for communication. For Lambadas, English learning is the biggest problem because it is a third language for them in Andhra Pradesh after their home language and the language of the society they live in. English for them is only a classroom language and therefore they cannot use English in their everyday communication.

The present-day Lambada learners are the first generation learners in using English. Owing to the lack of exposure and lack of resources, the learners in the Tribal Welfare Schools have problems in learning English. Here "learning" of English includes learning to read, write and speak English in everyday life.

The present study thus attempts to identify the causes for the low achievement in the English of Lambada learners, investigate their present level of language use and finally find a solution to bridge the gaps and discrepancies. This study may enable them to be on par with their counterparts in the urban areas. The Lambada learners have problems with English because they neglect the English language and give importance to their own tradition and culture.

5

"India is a multilingual country with different castes, language families, and cultural patterns. There is a caste system in India which is taking a very important role, and at the same time it is creating problems in the field of education to Lambada community learners," observes Lawton (1975; 30), and states that, "It is the most rigid form of stratification, i.e mobility from one level in society to another is extremely difficult. It not theoretically impossible; individual are borne into a position in the hierarchy, roles are ascribed rather than achieved, and caste is frequently justified on religious beliefs".

1.4 Problems of the Lambada Learners

Lambada learners have problems with learning the English language in general, but they are very poor in their writing skills in particular because they are very backward socio-economically, psychologically, linguistically and culturally. When compared to other learners, the Lambada learners can be said to have special and specific problems. Lambada is a community which does not have a social status in the society, and they are culturally backward because they are away from the society, especially they live near forests. The Lambada learner's economical position is not good and so they go for hunting the animals, collect the forest food and besides these, agriculture happens to be their main profession. The Lambada learners have psychological problems, and as a result they are unable to move freely with their friends. They also have several linguistic problems which have a significant effect on their second language acquisition.

6

1.4.1. Cognitive Problems

Second language writing is believed to be cognitively complex. The term "cognitive" refers to the process of information. Cognition denotes more than simply reasonable thought-like processes. It also refers to the various mental processes used in thinking, remembering, perceiving, recognizing, classifying, etc. Indeed, writing is a product of the complex interaction of the linguistic environment and the learner's internal mechanisms. Writing in a second language is divided into three stages: construction, in which the writer plans what he/she is going to write by brainstorming, using a mind-map or outline; transformation, in the form of the message when the writer is composing or revising; and execution, which corresponds to the physical process of producing text. The first two stages have been described as "setting goals and searching memory for information. Then using production systems to generate language in phases or constituents" (O' Malley and Chamot, 1990, p.42).

In structuring information, the writer uses various types of knowledge including discourse knowledge, understanding of audience, and sociolinguistic rules (O' Malley and Chamot, 1990). Organization at both the sentence and the text level is also important for effective communication of meaning, and ultimately, for the quality of written product (Scardamalia and Bereiter, 1987). As writing finishes, revision is a cognitively demanding task for L2 learners because it not only involves evaluation and modification of text written (Grabe Kaplan, 1996). From this it can be understood that writing is cognitively challenging task, which is very difficult for the Lambada learners.

7

1.4.2 Psychological Problems

The process of writing in an academic environment is problematic for Lambada learners. Many of the problems in L2 writing are psychological in nature. Writing is a solitary activity and if students are required to write on their own, without the possibility of interaction or the benefit of feedback, it makes the act of writing difficult. Feedback is of utmost important to the writing process. With individual attention and sufficient feedback on errors, improvement will not take place. Most of the time, psychological problems manifest themselves in the first stage of writing i.e. in the pre-writing stage, when many students are unable to produce and generate ideas for writing a sentence. Psychological problems include lack of motivation, attitude, and negative attitude to learning and so on. Academic writing requires conscious effort and practice in composing, developing, and analyzing ideas. Once learners lose confidence in themselves they fall prey to a chain of psychological reactions. In order to overcome these problems, teachers who teach writing at any level of education must employ suitable strategies of the different stages of writing, encourage and supply the necessary input to their students.

1.4.3. Linguistic Problems

First language learners have linguistic problems in their second language writing. The first language linguistic knowledge may help to motivate, facilitate L2 writing. On the other hand, the process of writing in L1 is not equal in the process of writing in second language. But L1 helps in understanding the particular meaning of a words, sentence of L2. The Lambada learners have major linguistic problems in second language writing. The linguistic

8

complexity is more for the Lambda learners as their does not help them to immediately understand English. Therefore Lambada learners have more problems than other learners.

1.5 The Rationale of the Study

The research undertaken so far has largely concentrated in finding out the educational status of the Lambada learners, the quality of schooling and their academic progress. The main aspect of this study is the researcher's personal involvement as a teacher in a High School in Mahaboob Nagar District. It was found that the teaching of writing skills was not implemented in the real classroom situations as a result of which the learners are very poor in writing, they are not able to write correct sentences. It is also observed that the teachers, especially the second language teachers, do not make use of the learners' available knowledge in teaching writing skills.

1.6 The Objectives of the Study

The main purpose of this study is to examine the following aspects connecting the teaching of writing practice of the Lambada students in a real classroom situation: a) the advantages of teaching writing skills to students. b) the problems in writing skills in English among the Lambada learners c) an investigation into the teachers as well as the students to find out their problems, and d) surveying what Lambada learners need, how they are facing these problems and what suggestions help the teachers of Lambada community to help the learners overcome their problems in English Language writing skills.

More specifically, the study aims at examining the following issues:

Finding out the problems of the Lambada learners in English language writing skills.

9

- Finding out the background of the learners- socio-economic, cultural, and educational.
- To enable the Lambada learners to understand English when it is taught.
- Make them to read and write English language in their daily life.
- To find out the academic performance of the Lambada learners with specific focus on their writing.
- To find out the problems of the Lambada learners in learning English at various levels of education.
- What language policy should be adopted for tribal children in non-tribal schools?
- What should be the suitable teaching methodologies and materials to use for Lambada learners?
- How to train teachers? If they are transferred whether the new teachers have to go through training prior to the posting in tribal schools?
- Whether only tribal teachers should be posted in the tribal schools?

Through classroom observation and pre-test, the researcher will find the problems of Lambada learners in their writing. Based on the pre test, in a period of time, content and structural words will be taught with particular focus on the Lambada learners problems in second language. Twenty five sessions (one hour each) of class teaching with various strategic techniques will be done to help the Lambada learners. The words will be taught through Grammar Translation Method and Bilingual Methods. First content and structural words will be taught then make them construct small sentences.

10

1.7 The Purpose of Teaching Writing Skills for Lambada Learners

The main purpose of this study is to identify the overall patterns of interaction prevailing in English for the Lambada learners at the high school level and examine the nature of learning of the Lambada learners, teacher interaction in the classroom and the behaviour of Lambada learners in these classes which, would provide an insight into the reasons responsible for the poor proficiency of Lambada learners in English.

The purposes of teaching writing skills at the high school level are as follows:

➢ To make them improve their other three language skills.

➢ make them to find out what problems they have and provide good materials,

➢ Give ideas, and motivate them to improve their writing skills.

➢ Make them to read texts and do guided written activities in order to improve their skills.

➢ Give the suggestions to the teachers' and students to record the progress made during the course.

Learning to write well is a difficult and long process which requires more effort in terms of language and thoughts. Good writing skills are essential for academic success and written work serves to provide learners with some support to prove themselves as academically sound. It also helps to become more effective learners through better thinking and better learning leading to effective writing.

11

1.8   Scope of the Study

In the view of the constraints of time and resources, the researcher limited the scope of the study to the academic achievements of Lambadi community learners proficiency in English and specifically to writing skills. The researcher has sought to study class VIII Lambada learners writing skills. The main focus of the study is to help Lambada learners overcome writing problems in English language.

The researcher has undertaken into consideration the performance of learners during the researcher's training time. The researcher also limited the scope of the study by selecting only one tribal school in Mahaboob Nagar district to understand the level of Lambada learners.

1.9 Organization of the Thesis

This thesis is divided into five chapters. The first chapter is introduction, the history of English language teaching in India, the problems of Lambada learners in writing skills, their need to learn writing skills at the high school level are discussed. Then the status of English language teaching, the importance of writing skills for Lambada learners, and the purpose of teaching writing skills are detailed. Finally the objectives of the study, rationale, significance of the study are explained.

The second chapter is review of the related literature in the area of writing skills. It defines writing skills, types of writing skills and methods of teaching writing skill at the high school level. This chapter describes a few related reviews, the Lambdas and the process of writing. The third chapter deals with research design, the research questions and the tools used for data collection. It also discusses the procedure followed for data collection. Fourth

12

chapter interprets the collected data. The analysis of pre-test and post-test scripts is presented. Finally the fifth chapter gives the concluding remarks and the major findings of the study. It points out the implications to the study and gives recommendations to the teachers, parents, materials producers and administrators. It also gives suggestions for further research.

1.10 Conclusion

In this chapter, the introduction of English language teaching in India, the history of English, and the status of English in India are discussed. It also discussed the purpose of English language teaching to Lambada community learners, the problems of Lambada learners in writing and the objective of the study. It presented the rationale of the study, scope of the study and the organization of the thesis.

In the following chapter the types of writing, the importance of writing and the nature of the writing are described. It deals with different approaches and methods to teach writing to Lambada community learners. It will give the review of related research and a theoretical framework for writing. It will conclude with writing as a cognitive process.

Chapter 2

Review of related Literature

CHAPTER - II

2. 0 Introduction

The chapter discusses about the review of related literature in the area of writing skills among the Lambada community learners. The chapter begins with some definitions on writing skills, and then gives a clear idea about the importance of writing skills, how writing skills help the learners to improve their proficiency at the high school level. It also explains the various approaches to writing, methods of teaching writing, the importance of discourse, cohesion, and coherence. The types of writing the sub-skills of writing are also presented.

2. 1 Definitions of Writing

Writing is a formal interpretation which is based upon a concise, logical pattern that includes as such as information within a minimum amount of space. The definitions of writing skills given below give a clear idea of writing and the importance of the writing skills in language learning today.

➢ Writing, the visible recording of language peculiar to the human species. Writing enables the transmission of ideas over vast distances of time and space and is a prerequisite of complex civilization. (By Columbia Encyclopaedia).

➢ Writing is the representation of language in a textual medium through the use of a set of signs or symbols. It is distinguished from illustration, such as cave drawing and painting and the recording of language via a contextual medium such as magnetic tape, audio. (Wikipedia).

14

- Widdowson (1979) describes writing as the use of the visual medium to manifest the graphological and grammatical system of the language.

- According to Irmscher (1989) writing is important for personal development because it requires concentration, focus and discipline to represent our thought in a graphic form.

- Writing is a tool used to enable to us to expresses what is in our mind and some people. It is almost as important as speech" (Bell).

- Byrne, D. (1979:1) defines Writing as the production of a sequence of sentence arrangements' in a particular order and linked together in certain ways to form a coherent whole; that is, a text, according to him writing starts with the use of "graphic symbols" or "letters" to form words, which are then arranged in a particular order and linked together to form sentence.

- According to Murray, D.M, (1976) Writing is a creative activity steeped in discovery, that is when a writer moves his pen across a page, he create discovers and shapes meaning. Murray (1976) definition of writing emphasizes that fact that the writing is a process of discovering meaning.

Steven Roger Fischer argues that no one definition of writing can cover all the writing systems that exist and have ever existed. Instead he states that a "complete writing" system should fulfil all the following criteria:

1. It must have its purpose to communication;

2. It must consist of artificial graphic marks on a durable or electronic surface;

15

3. It must use marks that relate conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programming in such a way that communication is achieved.

➢ The writing activity as a private activity is broadly seen as comprising four main stages; they are planning, drafting, revising and editing. In fact as researcher has suggested, "many good writers employ a recursive, on-line approach-writing of a draft may be interrupted by more planning and revision may lead to reformulation, with a great deal of recycling to earlier stages"(Krashen,1984, p. 17).

2. 2   The importance of Writing Skills at the High School level

Writing is important for language and it is used for many different purposes. Writing performs many vital functions in a person's real life situation like communication purpose- to understand what the person said and to express your feelings, share your thoughts and it is useful to understand the social situation. In the field of education it is very helpful to the learners in the classroom to take notes and make a draft. Student writers need to be aware that writing is a tool for survival in the real world situation, because English is the medium of communication today. Writing is also important for occupational or academic purposes.

ESL learner need to write in order or communicate in English in our social, educational and professional areas. In real life situations, we may have to apply for leave, write minutes of a meeting, plan a programme, report a happening, give a press release etc. Writing occupies an important position in the curriculum of schools and colleges. In view of its need and importance, teaching writing is necessary for a teacher of English to teach both theoretical knowledge of the process of writing and the practical procedures involved in writing the ability to write effectively allows individuals from different cultures and

16

backgrounds to communicate. Writing not only plays a vital role in conveying information but also in transforming knowledge to create new knowledge. Writing is central to the student in academic needs. Because of the importance of writing, the role of the teaching writing is very important in the area of literacy. Writing also facilitates the reinforcement of other language skills like reading, vocabulary, grammar, and spelling. Raimes (1983) marks that writing not only helps the learners to develop all these skills and reinforces grammatical structures, vocabulary; it also encourages the students to be adventurous with the language they have just learnt and experiment with it.

Writing as a skill helps the learners to know more about the ways of writing, it can gradually give ideas and sharpens thinking. A good piece of writing is precise, accurate and interesting, because it is necessary to put thought and organization together. Writing is a primitive art form that dates back to our earliest ancestors. So writing skills is essential for achieving career and business goals. Writing is an important medium of communication, but this skill was neglected in the earlier days. It is evident that the teaching of writing is a complex process involving many activities such as initial probing into a meaningful sequence, and finally expression in language.

2.3   Writing as a Discourse

Discourse is a term for enlarged language that is longer than sentence. Discourse is used for all forms of oral and written communication. There is an important difference between oral and written discourse. According to Corbett (1971) and Bain (1976) Ruskin and Weiser (1987:40) all discourse falls into one of five modes: description, narration, exposition, and argumentation, or poetry....these have long served as the standard classification of

17

discourse types... Each form is assumed to have its own function, its own subject matter, its own organisational patterns, and its own language.

2.3.1 Cohesion

Cohesion refers to the syntactic and semantic signals which link sentence within a text. The word text refers to "a spoken or written passage of any length which forms a united whole" (Witt and Faigley, 1981; Lindsay 1984, Scarcella, 1984., Halliday and Hassan 1976:1). The Lambadi learners at the high school often lack the ability to produce the sort of texts that are necessary for them. Sometime the learners fail to see the need to construct links between ideas and arguments. Even if the links are represented in the text itself learners unable to bridge the gap between sentences.

Widdowson on cohesion

Widdowson's approach to cohesion is in terms of propositional development (1983; 26). A text is said to be cohesive if it is possible to recognize propositional development between sentence and parts of sentences. The proposition expressed in a sentence should fit into the propositional development of the discourse as a whole. So, that there is continuous proposition development. Written paragraph is one in which words, phrases, and sentences within the text cohere or hang together. So that it can be read more smoothly and with greater comprehension. This is achieved by the use of cohesive devices like conjunction, pronoun and other grammatical elements.

18

2.3.2 Coherence

It is overall unity of a piece of writing? This unity is marked by qualities such as orderly presentation of ideas, planned movement from one idea to another. Coherence is the quality that makes all the sentences in a text appear to "hang together", it is the "gluing of a text at the level of ideas. Coherence in its up-to-date sense is the capacity of a text to be consistent and interprettable. The text is apparently dependent on its coherency to such an extent that it seems to be the most influential factor contributing to the comprehension of the text..

Coherence has been defined in different ways

Coherence is a pre-theoretical notion, understood by the lay-person unlike a theoretical term which is precisely defined. Brown and Yule (1983; 224)

Danes notion of coherence is dealt with in terms of convexity and involves the concept of thematic programs which is defined as follows; the choice and ordering of utterance theme, their mutual concatenation and hierarchy, as well as their relationship to the hyper themes of the superior text units (such as paragraph, chapterization) to the whole text and to the situation. Thematic progression might be viewed as the Skelton of the plot (Danes, 1974; 114).

According to Halliday and Hasan's explanation of the concept of text (1976; 18; 28), coherence is dependent on the cohesion within the text and the context of situation. Cohesion within the text concerns the interest nitride relationships in the language. Like the coherence of a text for a reader, depends on the perception of situational and linguistic cues chosen by

19

Wirter. Halliday and Hasan (1976; 18; 28) point out that a writer can construct a passage which is coherent in a reader, but lacks inter sentence cohesion.

2. 4   Kinds of Writing

There are different kinds of writing skills: they are as follows:

i.   Descriptive writing; how a language is actually used, without giving rules for how it should be used.

ii.   Narrative writing; a description of some events, especially in the novel

iii.   Imaginative writing; showing new and exciting ideas.

iv.   Expository writing; expository writing one of the best ways to explain a topic, event, or idea because to define is to set the limit of or to locate the subject within a larger structure of explanation.

v.   Argumentative writing; a person who arguments are used to support a theory, an action or an idea.

2.5 The Sub –skills of writing

i.   **Brain storming:** It is an activity, where one ideas leads to another through free association and quick follow-up of related words, thoughts and opinions. Brain storming allows the learner to share their ideas with one another and produce new ideas on their own.

ii.   **Note-taking:** is a practice of writing a piece of information, in an informal manner. It is practiced in writing in shorthand, which can give a large amount of information

20

about the topic. It is a very important activity to the learners to improve their writing skill at the school level. In this stage they can forms different sentence structures and make it easier to understand. Note taking takes place in the classroom, when the teacher teaches the lesson and the learners take the important points.

iii. **Note-making:** is one of the writing processes that help the learners to organize their ideas and keep the learners to be focused on their writing. This process helps the learners to make important points. It gives a correct idea of writing. With the help of this, the learners can analyze the information of the lesson. It also makes the learners to be active when they study the text.

iv. **Planning:** is an activity of the classroom that encourages the learners to write. And helps the learners to start. It moves students away from having to face a blank page toward generatively tentative ideas and gathering information for writing.

v. **Drafting:** is the stage where students write their own ideas down on the paper, using some of the notes, language, and structure generated during the writing time. Second language learners especially need to be aware of their first draft that does not have to be perfect and that is the purpose of the draft.

vi. **Revising:** Second Language Learners need assistance during the revising stage, from the teachers and learners. Changes in writing will need to address word usage and clarification of ideas, as well as grammatical accuracy, punctuation, spelling and capitalization. It is difficult for second language learners to revise all these things and

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21

remembering is also difficult for them. A self-assessment process may help them to monitor their own writing.

vii. **Editing:** is one of the activities which help the learners to evaluate their writing. In this stage teacher has to help learners to edit the grammar, spelling, punctuation, sentence structure and capitalization. A simple checklist might be used to students to alert them to some rectify of the common errors in their writing.

The above sub-skills of writing (brain-storming, note making, planning, drafting, revising and editing) are absolutely missing in the classroom with regard to teaching writing skills in the rural areas. And the learners from the Lambada community, especially from Tandas (hamlets/villages) have no idea what writing skill is and sub-skills of writing. Even the teachers are not much aware of these skills. Always these skills are undervalued and neglected in the classrooms. In second language learning and teaching, these skills of writing are highly essential which help the learners to equally compete with learners from English medium. Writing skill is regarded as one of the sophisticated skills in the academic profile. Therefore, the above stated sub-skills are very important including the rules and methods in teaching at high school level for Lambada learners. Certainly, the writing skills will be improved if all the rules and methods are followed by the teachers of English in the classroom.

2.6 Approaches in Teaching Writing Skills to the Second Language Learners:

Approaches deal with different theories about the nature of language and how languages are learnt. There are a few approaches to teaching writing they are discussed below.

22

2.6.1 The Controlled Approach

The controlled writing is a useful tool in teaching composition writing at the beginning stage for the learners. This approach gives a chance to think about their word choice in their writing process. It makes the learners to practice in getting words down on paper and in concentrating on one or two problems at a time; they are thus spared from tackling the full range of complexity in writing. But controlled writing is easier to mark and much less time-consuming so more can be assigned. When the students write a controlled composition exercise they are given a passage to work with; they do not, therefore, have to concern themselves with content, organization, finding ideas and forming sentence.

A controlled writing can be produced by asking questions and giving answers, so the teacher has to prepare the subject matter before hand in the form of a sense or picture story along with a descriptive in language, though known to the students. The teacher has to first help them assimilate orally the description or narrative by asking relevant questions and modifying the answers.

2.6.2 Guided Approach:-

The next approach in teaching writing is guided approach, in this approach the students are provided material for each composition, but all are allowed an increasing degree of freedom in the use of language as they would have gained some command of English by practicing. The main purpose is to make them practice the mechanical skills of writing. The purpose of guided writing is being increasingly to develop proficiency in various expressive skills which they may need for writing in their real life. At this stage guided writing considers a few important factors like the topic, reader and the purpose of writing. Before going to chose the topic it must be ensured that the students would get practice in all kinds of writing;

23

narrative, expository, descriptive, explanation of ideas, and arguments etc. In guided writing the teacher will select a topic which is familiar and interesting to the learners. The teacher will motivate the learners for oral discussion working in pairs or groups. The students resolve the theme and arrive at a topic structure.

2.6.3 Communicative Approach:-

Many linguists like Wilkins, Widdowson, Candlin, Christopher, Brumfil, Keith Johnson-developed a communicative or functional approach to language teaching. Communicative competence is found by Canale and Swain (1980) in which four dimensions of communicative competence are identified; grammatical, socio-linguistic, discourse and strategic. Grammatical competence is the domain of grammatical and lexical capacity. Socio-linguistic competence refers to the social context in which communication takes place. Discourse competence refers to the interpretation of how the meaning of individual message is represented in the entire discourse and strategies that the communicators employ to initiate, terminate, maintain, repair and redirect communication. The primary goal of communicative approach is to facilitate the integration of grammatical competence, socio-linguistic competence, discourse competence and strategic competence.

The communicative approach to language teaching starts from a theory of language as communication. The aim of this approach is to develop language teaching. Hymes (1972), a socio-linguistic referred "communicative competence". Hymes coined the term in order to contrast a communicative view of language and Chomsky's theory of 'competence'. The term 'communicative competence' is based on the characteristics of a communicative view of language.

24

i.   Language is a system for expression of the meaning.

ii.   The structure of a language reflects its functional and communicative uses.

iii. The primary units of language are categories of functional and communicative meaning as compiled in discourse but not its grammatical and structural features.

iv.   A communicative approach must be based on and respond to the learner's communicational needs and interests.

v.   In this approach the learners must have an opportunity to take part in meaningful communicative interaction.

vi.   In a communicative approach, an optimal use must be made of the communication skills of learners' native language that is common to communicative approach and provide the learners with the information, practice and experience needed to meet their communication.

2.6.4   Process Approach:-

The "process" approach to composition studies has came to replace the older traditional "product rhetoric that focused on correctness, the teaching of writing has incorporated invention techniques.

Jordan (1997) acknowledges that process writing involves a reaction to product approach, in that it met needs to match the writing process inherent in writing in one's mother tongue, and consequently allow learners to express themselves better as individuals. This is not to say that product approach no longer exists or that it has no practical application. Indeed, the process approach can still contain elements of product-based writing.

Nunan (1999) reaffirms this by stating that there is no reason why a writing program should not contain elements of both approaches.

25

2.6.5   Product Approach:-

Nunan, (1999). States that product approach is a form of the traditional and production oriented approach. The product approach focuses on writing tasks in which the learner imitates copies and transforms teacher supplied models. The process approach focuses on the steps involved in creating a piece of work. The primary goal of product approach is an error-free coherent text. Process writing allows for the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. The teaching of writing to learners has to focus on the product writing or process writing. Learners when focusing on product, aim one the end. Product in this approach the learners are mainly expected to make good use of the exercises which are given by the teacher. In this Product Approach, writing is seen as marks on a page. Coherent arrangement of words, clauses and sentence, and done structural according to a system of rules. Product Approach encourages focusing on formal text units or grammatical features of texts. So in this view learning to write involves linguistic knowledge and vocabulary choices, syntactic pattern and cohesive devices that comprise the essential building block texts. This approach emerged from the combination of structural linguistic and behaviourist learning theories that were dominant in the 1960. Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher.

26

2.7 Teaching Writing in a Second Language

When we learn a second language, we learn to communicate with other people, to understand them and read the text what they have written. The difficulties lie not only in generating ideas or organizing ideas but also in translating ideas. The skills involved in writing are highly complex. Second language learners have to pay attention to higher level of planning and organizing as well as lower level skills of spelling, punctuation, word choice. The planning and teaching of a course in writing is a daunting task. The teaching of English as a second language will help us to understand the problems faced by second language learners.

Writing is an individual effort. Involving thoughts and using the conventions to be followed in the language. The development of writing even in native English speaking children is conscious and is thus non-spontaneous. As our written language differs from oral language in structure and mode of functioning.

"Writing is more an individual effort than speaking, while at the same time more rule-bound and therefore more of error-prone. The speaker does not have to pronounce each word exactly according to one standard of pronunciation or one model of structure, while the writer is expected to produce according to one model of spelling, and usually a reduced range of structures, with 100 percent accuracy" (Bowen et al. 1985:252). Everyone will agree with Bowen et al (1985:253) when they declare that "writing is more rule-bound than speaking. Considering the control of the orthographic system, the careful organization, and the linguistic conservatism required, writing is the most demanding of the language skills."

Writing can be viewed and taught as a developmental process just as reading. And we can view writing from four perspectives: Mechanics, emphasized in the low beginner stages

27

(beginning); Extended Use of Language, emphasized in the high beginner and low intermediate stages (elementary); Writing with Purpose, emphasized in the high intermediate and low advanced stages (intermediate); and Full Expository Prose, emphasized in the terminal stage (advanced) (Bowen 1985). Thus, teaching writing to second language learners is a complex and challenging task for ESL teachers.

2.8   Writing as a Composite Skill

Munby's taxonomy has two hundred and sixty skills and it is subcategorized in fifty four groups. These skills are very helpful to recognize the sub skills of language. Basically language skills are divided into two types. One is receptive skills (listening and reading) and second productive skills (speaking and writing). This taxonomy helps the learners to distinguish between receptive and productive skills. It is focused on identifying the writing skills. Writing is an aggregate of many skills. Munby's taxonomy of language skills selection can be divided into four broad groups;

  i.   Groups 1 to 16: focus on' production' speech.

 ii.   Groups 17 to 34: focused on "receptive interpretive reading"

iii.   Groups 35 to 49: focus on "interaction" discourse, and

iv.   Groups 50 to 54: focused on information transfer, transcoding, information, recording information and relaying information.(1978;123;13).the present study of sub skills of groups 30 - 54 shows the ideas of writing skills.

Munby's taxonomy has 260 micro-skills in that 54 sub-groups are divided to help to identify "language skills".

Group 30: understanding the relation between parts of a text through lexical cohesion device of

        30.6 lexical set/collocation

Group 32: understanding relations between parts of a text through grammatical cohesion device of

        32.1 reference(anaphoric and cataphoric)

        32.3 substitution

        32.4 ellipsis

Group 35: recognizing indicators in discourse for

        35.1 introducing an idea

        35.2 developing an idea (example adding points,reinforcing arguments)

        35.3 transition to another idea

        35.6 concluding an idea

Group 36: using indicators in discourse for

        36.5 emphasizing a point

        36.6 explanation or clarification of point already made

29

Group 38: indicating the main point or important information in a piece of discourse, through

38.4 topic sentence, in paragraph of

38.4.1 Inductive organization

38.4.2 Deductive organization

Group 39: distinguishing the main idea from supporting details, by differentiating

39.1 primaries from secondary significance

39.2 The whole from its parts

39.3 A process from its stages

39.4 categories from exponent

39.6 facts from opinion.

39.7 a proposition from its arguments.

Group40: extricating salient points to summaries

40.1 The whole text

40.2 specific idea/topic in the text

40.3 The underling idea or point of the text

Group48: maintaining the discourse

30

48.1 How to respond (acknowledges, reply, loop, agree, disagree, cte.)

48.2 How to continue (adds, exemplifies, justifies, evaluates, etc.)

48.3 How to adapt, as result of feedback, esp. in mid-utterance (amplify, omit, reformulate, cte.)

48.4 how to tern-take (interrupt, challenge, inquire, dove-tail, etc.)

Group50: planning and organizing information in expository language (esp. presentation of reports, expounding an argument, evaluation of evidence), using rhetorical function, especially

50.1 definitions

50.2 classification

50.3 description of properties

50.4 description of process

50.5 description of change of state.

Group51: transcoding information presented in diagrammatic display, involving

51.1 straight conversion of diagram/table graph in to speech/writing

51.2 interpretation or comparison of diagrams/table/graph in speech/writing.

31

Group52: transcoding information in speech/writing to diagrammatic display, through

52.1completing a diagram/table/graph

Constructing one or more diagrams/table/gragh

Group53: recording information (expressing/understanding equivalence of meaning)

53.1   Within the same style (e.g. paraphrasing to avoid repetition)

53.2across different style (e.g from technical to lay)

Group54: relaying information

54.1 Directly (commentary/description with action)

54.2 Indirectly (reporting)

The present study focused on Munby's taxonomy and writing skills, how it is helpful in identifying sets of writing skills, sub-skills and functions that Lambadi learners should learn to acquire. This taxonomy could help in the recognition, arrangement, and analysis of specific features of teaching writing and sub-skills.

2.9 Review of related Literature

The section below gives a brief note of the review of related literature available in the form of unpublished dissertations. These reviews help us to understand the related literature that strengthen and gives a place for the present study.

32

A) Developing writing skills through process approach at the tertiary level- an empirical study-by Innyasamma Gade (M.phil; 2005)

The study focuses on writing as an independent skill, helps to identify the specific problems faced by the learners and to identify the specific needs of the learners and find out the problems faced by the learners to achieve their goals in their academic life.

The study focuses on the teaching methodologies of writing skills in the second language classroom:

i.   To investigate the problems in students writing at tertiary level by collecting samples of writing of second language learners at various levels and analyse them.

ii.   To get an idea of the opportunities given to the learners in terms of writing.

iii. To study current methodology used for teaching writing, where, the assumption is that the current teaching practice could be one of the main reason for the problems students have in writing.

iv.   To suggest a methodology which is more learner friendly, a methodology that will take into account the process that most successful writers do while producing a piece of writing.

The data is collected from teachers of Andhra Loyola College and the students and teachers of Maris Stella College, Vijayawada, in A.P.

The research tools used to carry out the study and collect data are in the form of questionnaire, interviews samples of writing before and after carrying out a course in "writing skills".

33

The study comprises two stages

1. Preliminary study

2. Main study

The preliminary study is 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 identifying the problems faced by the students and teachers .

The main study, a course in "writing skills" was conducted introducing the learners to the "process methodology" which took them through the process of writing systematically.

After analysis it was understood that the students were not aware of the writing process. In the writing skills, class, the students generally imitated the model given by the teacher without understanding the meaning or the process involved in it. And the teachers' usual response to the student's mistakes was to correct them and dictate the right form.

There was no constructive feedback. Thus the teaching writing at the tertiary level turns out to be very much product-oriented.

_at the end, the students questionnaire and their samples of writing revealed that it was an awareness-rising course, which helped them to be conscious of their abilities in acquiring language skills especially in writing.

34

B)   **Exploring issues in the teaching of expository writing at the**

undergraduate level at Addis Ababa University Ethiopia. Assefa Zeru Tedla (PhD

2007).

The purpose of the study is to investigate, analyze and understand the issues involved in the teaching of expository writing at the undergraduate, first year level in the department of English language education, college of education, Addis Ababa University, Ethiopia.

The preliminary investigations were done into the nature of learning and teaching activities for writing which revealed that expository writing does not figure prominently in the test of priorities. A detailed investigation was carried out into what happens in the teaching/learning of expository writing using CLT (communicative language teaching) at the undergraduate first year to teacher trainees. It examines the teaching/learning of writing at the freshman level in order to suggest ways to tackling and the improving the situation. The starting point of the study was the observation that writing instructors at the undergraduate level have not been able to make their classes as communicative as they should be. The study purposes to explore the issues involved in the teaching of expository writing. A process – product approach to writing would lead to improved and purposeful learning, and

The main objective of the study is to examine the factors involved in the development of the necessary writing skills. In specific terms, the research focuses attention on the adequacy of the syllabus, the nature of the teaching materials in use, the effectiveness of the writing tasks and the nature of problems encountered in implementing CLT methodology in the writing course "inter mediate writing skills". It also explores students-and –teacher related factors that have a bearing on the teaching/learning of expository writing with a view

35

to suggest ways and means by which the trainees and instructors would become more receptive to CLT techniques.

Specific objectives:

The specific objectives of this research are to:

- Examine the adequacy of the syllabus and materials for the writing course-"intermediate writing skills" in the teaching of expository writing through CLT.
- Investigate problems encountered in implementing CLT methodology in Ethiopian universities.
- Student –and –teachers –related factors that hinder the teaching/learning of expository writing.
- Suggest effective strategies to develop the ability to write expository texts.

C. Teaching Writing using Picture Stories as Tools at the High School level: the movement from Other Regulation to Self Regulation. Y Nirmala (M.phil2007).

The study attempts to improve the writing skills of the ESL learners. It purpose to teach writing through picture stories as pictures would stimulate, motivate and provide a context for learners to write. The present research argues that writing is an important and essential skill, and acquiring proficiency in this skill would help learners to perform well in examinations for educational advancement, career choices and employment opportunities.

The study hypothesizes that teaching writing through picture stories would serve as a successful strategy to enhance the writing skill or ESL learners. It further assumes that providing "other regulation" in the process of teaching writing would improve the writing skill of the learners.

36

This study is carried out in three phases. Phase one involves identifying the problems that ESL learners encounter while performing writing tasks. The second phase concentrates on the teaching of writing to the learners over a period of time by providing object regulation and other regulation in a number of ways like storytelling, story writing, asking questions, providing meanings of words explanations and discussions. In addition, picture stories, picture cards, reading cards and story books have been used. Phase three consists of self regulation where learner's improvement in writing which they gain over a period of twenty five instructional sessions is assessed.

Significance of the study:

The significance of this study is to help ESL learners at the high school level in regional medium school, to improve their writing skill in English through strategic use of picture stories. Also, this discusses about picture stories as a tool which 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 skills.

2. 10 Theoretical Framework

Writing as a Cognitive Process:

Writing is a cognitively complex process because acquiring writing expertise involves development in (a) knowledge of how text is formed, from the letter level upto conventions for structuring full text, (b) metacognitive strategies for managing writing processes and

(c) effective use of working memory resources. These areas of expertise are closely interrelated. Most of the learners are taught writing as a three-step process (pre-writing, writing and re-writing) to be followed chronologically. New research has shown that this

37

"model" of writing is inadequate and antiquated. There new and interesting ways of teaching are the need of the ESL classroom today.

Issues in cognitive processing

Below we discuss some of the key issues involved in writing as a cognitive process.

Thinking:

According to Flower and Hayes (1981), the composing process is also named as the cognitive process model. Based on a protocol analysis, Flower and Hayes (1981), Raimes (1987), Sommers (1989), Zamel (1976) and Horowitz (1986) claims that thinking and composing are inseparable. These researchers emphasize that the composing process does not occur in well-defined stages. The pre-writing (planning), drafting (composing), re- writing (revising, editing stages) has a hierarchical structure. However, each of these mental acts, stages and processes may recur at any time in the composing process. Therefore thinking (thoughts) and writing are interrelated.

Learning:

Learning is dependent on cognitive processing according to Jacoby, Craik and Begg, Hyde and Jenkins, 1973. The way of information is processed, determines the quality of learning and relation. So the relation between cognitive processing and learning have been established and it has been proved experimentally that deeper processing, using cognitive operations such as rehearsal, review, compare and contrast, result in better understanding of the material and hence better recall(Howe,1984:31-46).

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38

Planning:

Since writing is a step by step process a lot of planning is required at every stage. Even to present with a topic for a paper, or to choose a topic, planning is necessary. Most skilled writers do not lock themselves into a single path or goal but allow themselves the freedom to discover new ideas during the writing process.

Drafting:

Once you are comfortable with what you want to say and have some basic ideas down you can begin drafting the actual paper. In reality what you'll be doing is translating the information that you have stored in your long-term memory and the notes you have compiled through research into a cohesive text. So drafting too involves cognitive processing.

Evaluating:

Take frequent breaks to review what you've written. By being aware of each we word write, we can shape the rest of the paper to help ensure that the final product is a coherent and cohesive representation of your ideas. Therefore evaluation of one's own writing is crucial.

Revising:

Make revisions as you are evaluating, to polish what is written is essential. Revision includes reworking on sentences that seem awkward, break up mammoth paragraphs, change words here and there adding and punctuation. .

39

"model" of writing is inadequate and antiquated. There new and interesting ways of teaching are the need of the ESL classroom today.

Issues in cognitive processing

Below we discuss some of the key issues involved in writing as a cognitive process.

Thinking:

According to Flower and Hayes (1981), the composing process is also named as the cognitive process model. Based on a protocol analysis, Flower and Hayes (1981), Raimes (1987), Sommers (1989), Zamel (1976) and Horowitz (1986) claims that thinking and composing are inseparable. These researchers emphasize that the composing process does not occur in well-defined stages. The pre-writing (planning), drafting (composing), re- writing (revising, editing stages) has a hierarchical structure. However, each of these mental acts, stages and processes may recur at any time in the composing process. Therefore thinking (thoughts) and writing are interrelated.

Learning:

Learning is dependent on cognitive processing according to Jacoby, Craik and Begg, Hyde and Jenkins, 1973. The way of information is processed, determines the quality of learning and relation. So the relation between cognitive processing and learning have been established and it has been proved experimentally that deeper processing, using cognitive operations such as rehearsal, review, compare and contrast, result in better understanding of the material and hence better recall(Howe,1984:31-46).

38

Planning:

Since writing is a step by step process a lot of planning is required at every stage. Even to present with a topic for a paper, or to choose a topic, planning is necessary. Most skilled writers do not lock themselves into a single path or goal but allow themselves the freedom to discover new ideas during the writing process.

Drafting:

Once you are comfortable with what you want to say and have some basic ideas down you can begin drafting the actual paper. In reality what you'll be doing is translating the information that you have stored in your long-term memory and the notes you have compiled through research into a cohesive text. So drafting too involves cognitive processing.

Evaluating:

Take frequent breaks to review what you've written. By being aware of each we word write, we can shape the rest of the paper to help ensure that the final product is a coherent and cohesive representation of your ideas. Therefore evaluation of one's own writing is crucial.

Revising:

Make revisions as you are evaluating, to polish what is written is essential. Revision includes reworking on sentences that seem awkward, break up mammoth paragraphs, change words here and there adding and punctuation. .

39

2.11 Writing at word level:

Writing is a sequence of selections. We start working we have to choose the words to express deals and decide how to arrange those words into sentences and paragraphs. Finding words that capture meaning and convey that meaning to readers is challenging.

Sometimes, problems with clarity *are* a matter of word choice. So vocabulary plays a great role in writing.

2.11.1 Vocabulary:

It is the set of words in a language. It serves as a useful and fundamental tool for communication and acquiring knowledge. Since this study aims at teaching content and structural words to Lambada learners in order to help them improve their basic writing skills, a few definitions and types of content and structural words are discussed with examples below.

2.11.2 Noun:

Any member of a class of words that is formally distinguished in English, and that can function as the main elements of subjects or objects, as *cat, belief, writing, Ohio, darkness.* Nouns are often thought of as referring to persons, places, things, states, or qualities.

2.11.3 Verb:

Verbs are an essential element of all sentences. Verbs have two important functions: Some verbs put static objects into motion while other verbs help to clarify the objects in meaningful ways. Look at the examples below:

40

My grumpy old English teacher *smiled* at the plate of cold meatloaf.

Francisco's comic book collection = static object; *is* = verb.

The important thing to remember is that every subject in a sentence must have a verb.

2.11.4 An Adjective:

It describes nouns by answering one of these three questions: *What kind is it? How many are there? Which one is it?* An adjective can be a single word, a phrase, or a clause. Check out these examples:

Dan decided that the *fuzzy green* bread would make an *unappetizing* sandwich.

How many are there?

Seven hungry space aliens slithered into the diner and ordered two dozen vanilla milkshakes.

2.11.5 Adverb:

It is a modifying part of speech, targeting anything other than a noun. English uses adverbs them widely. Many adverbs in English end with the *-ly* suffix, usually with an adjective as the root word, as in *quickly* or *obtrusively*. Adverbs are also often formed by taking a noun and adding the *-ways* or *-wise* suffix to it, as in the adverbs *sideways* and *contrariwise*.

2.11.6 The *preposition:*

Prepositions are the words that indicate location. Usually, prepositions show this location in the physical world. Check out the three examples below:

The puppy is *on* the floor

41

The puppy is *in* the trashcan.

The puppy is *beside* the phone.

2.11.7 Conjunction:

A conjunction is a joiner; a word that connects (conjoins) parts of a sentence.

2.11.8 Interjection:

An Interjection is a part of speech that usually has no grammatical connection with the rest of the sentence and simply expresses emotion on the part f the speaker.

2.11.9 Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order. It is one of the elements of orthography and a prescriptive element of language. Most spellings attempt to approximate a transcribing of the sounds of the language into alphabetic letters;

2.12 Significance of the present study and its implications for Lambada learners

The significance of the present study is that to identify the importance of writing skills in the academic writing of Lambada learners at the high school level. The problem is that Lambada learners are very poor in writing skills. Because they are came from regional medium schools up to 8th class. Some of these learners have had Telugu as a medium of instruction till eighth class level, with English as taught a subject. The Lambada learners have little knowledge about English books and they are hesitating to come forward.

42

Therefore the study examines the problems of teaching writing at the high school level in order to suggest them to the importance of writing and how to handle the problems in writing. Writing in the English language teaching classroom has two purposes one is learners may want, or need, to learn to write letters, reports and so on. Second, is it a means of consolidating other learning. There are certain skills which are important for writing. Learners need to spell with reasonable accuracy. They need to construct sentences in a way which allows them to be readily understand, and link sentences together. They may need to use devices that indicate attitude (surprisingly, to be honest) and those that act as "signposts" to other parts of the text (in addition to, finally).

Learners also need to become familiar with the different types of language associated with different types of text. There are huge differences between an academic essay and an email to a friend in terms of vocabulary and grammar choices, layout, conventions and so on Learners need to become familiar with the expectations associated with the types of text. With regard to writing as a means of consolidating other learning, teachers have to provide some written practice of new language. In addition, they need to help learners by giving them time to copy new vocabulary and grammar from the board, and checking that they are making effective and accurate notes during a lesson. Here are some of the essential reasons why learners may need to learn how to write.

i. As we have seen, writing is an important means of communication, and therefore an important skill to master.

ii. Writing can consolidate other language learning. Learners need to take time to think and may therefore be able to use recently learnt vocabulary and grammar. Also, it is easy to remember things better after writing them down.

43

The puppy is *in* the trashcan.

The puppy is *beside* the phone.

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ii. Writing can consolidate other language learning. Learners need to take time to think and may therefore be able to use recently learnt vocabulary and grammar. Also, it is easy to remember things better after writing them down.

43

iii.   Writing is a relatively straightforward way of practicing and using language outside the classroom because learners can do it without other people being available.

iv.   A writing phase in a lesson can provide a change of pace, and can sometimes help when teaching a class which is difficult to control.

v.   Learning to write may fulfil professional needs. Learners may have to write business letters, emails or reports in English.

Since, writing is an essentially important, complex cognitive skills, it has to be taught with a lot of care and attention. Particularly, for Lambada learners an awareness raising course about the importance of writing and the various issues involved in it like (spelling, vocabulary, grammar, handwriting, punctuation marks, paragraph writing) and so on is the need of the hour. An intensive course in writing is a must requirement for the Lambada learners.

2.13 Conclusion

This chapter discusses about the broader importance of writing skills in one's life. And gradually it comes to describing the importance of writing among English language learners' at high school level. It also deals with the types of writing skills in English language and it gives brief information on teaching writing approaches, Methods of teaching writing skills at high school level and the nature of writing skills. Finally the significance of the study and its implications for Lambada learners is presented. The next chapter is followed by the Research Design.

44

Chapter 3

Research Design
and
Data Collection

CHAPTER-III

3.0. Introduction

The second chapter explains about the importance of writing skills and kinds of approaches to teaching writing and also discusses Munby's taxonomy. It talks about the sub-skills of writing and the review of related research in the area of teaching writing.

This chapter discuss about the objective of the study and the procedure which is followed for the data collection. It discusses the actual procedure of the study, place and level of the Lambadi learners, population of the learners, activities, feedback, evaluation and the nature of data collection. It also discusses the research tools like, classroom observation, students' questionnaires, and teachers' questionnaires.

3.1. Research design and Objectives of the Study

The study is designed to help Lambada learners to improve their writing skills with the help of content and structural words. It is hypothesised that content and structural words would stimulate learners to write small sentences. They would help them to think, visualize, give the content and reduce their cognitive burden thereby giving more time to concentrate on language use. The learners were involved in writing activity of twenty sessions, during a period of twenty-five days, where they are provided with the necessary vocabulary, grammar, mechanic and sentence structures. Discussion and asking questions were part of the teaching process. The discussions on the meanings of words were carried out in the classroom in a

45

relaxed manner through the question-answer mode to encourage the learners to participate in the classroom discussion.

Recalling the objectives of the study:

The main purpose of this study is to examine the following aspects connecting the teaching of writing practice of the Lambada students in a real classroom situation:

a) The advantages of teaching writing skills to students.

b) The problems in writing skills in English among the Lambada learners

c) An investigation into investigating the teachers and as well as the students to find out their problems, and

d) Surveying what Lambada learners need, the problems faced by them and what are the suggestions for the teachers of Lambada community to help the learners overcome their problems in English Language writing skills.

More specifically, the study aims at examining the following issues:

1. Finding out the problems of the Lambada learners in English language writing skills.

2. Finding out the background of the learners -socio-economic, cultural, and educational.

3. To enable the Lambada learners to understand English when it is taught.

4. Make them to read and write English language in their daily life.

5. To find out the academic performance of the Lambada learners with specific focus on their writing.

6. To find out the problems of the Lambada learners in learning English at various levels of education.

46

7. What language policy should be adopted for tribal children in non-tribal schools?

8. What should be the suitable teaching methodologies and materials to use for Lambada learners?

9. How to train teachers? If they are transferred whether the new teachers have to go through training prior to the posting in tribal schools?

10. Whether only tribal teachers should be posted in the tribal schools?

Through classroom observation and pre-test the researchers understood the problems of Lambada learners in their writing. Based on the pre test, in a period of time, content and structural words will be taught with particular focus on the Lambada learners problems in third language. Twenty five sessions (one hour each) of class teaching various strategic techniques was to help the Lambada learners improve. The words were taught through Grammar Translation Method and Bilingual Method. First content and structural words were taught and then asked them to construct small sentences.

3.2. The Procedure Adopted for the Study

The study is a qualitative in nature. The data was gathered from classroom observation, student's questionnaires, teacher's questionnaire, and parent's questionnaires. The study is used pre-test, formal and informal interviews with learners and teachers. The study was conducted for a period of twenty five days.

The study is divided into three phases.

In the first phase, the researcher will recognize the problems of the Lambada learners. During this phase, the researcher, using her own knowledge as a first

47

generation learner attempts to understand the problems that the learners face in the process of writing, when in examination, classroom tests or in doing writing activities. In order to have an idea of the Lambada learners' present writing, a pre-test consisting of content and structural words was administered. A questionnaire was administered to learners to know their socio-economic background, their experience in English and the context in which the L2 teaching and learning behaviour occurs. Formal and informal interviews with teachers and learners were conducted along with the analysis of classroom teaching activities; the learners answer scripts were observed to have an idea of the learners' level of proficiency in L2 writing. Content and structural word activities were used to improve their writing.

After analysis of pre-test in a period of three sessions, content words will be discussed, with particular focus on the learners' problems in L2. In addition, the researcher has selected vocabulary and grammar items to be taught to the learners. It was difficult to choose because all basic things in L2 were found appropriate to the level of the learners preferred for the study. The researcher will play a most important role during this phase by teaching, discussing vocabulary and their meaning etc with the learners. In order to give confidence and encourage learners to use L2, hand outs, charts, black board activities were used to create an interest in the learners.

In the third phase the learners writing will be assessed in terms of content and structural words, vocabulary, spelling and construction of the sentences. At the end, after the post test of the teaching writing session, a feedback session was conducted to elicit learners' responses. According this post-test the researcher was able to

48

understand the actual knowledge and the present knowledge of the learners in the study.

3.3. Description of the actual Procedure followed for the Study

The total population of the Government ZPHS is more than thousand. But the total population of the eighth class is eighty one. Among the eighty one, students, male are fifty-six in number and female learners are twenty five. But the main focus of the researcher is on Lambada community learners. There is no separate school for Lambada learners. Learners from different communities and cultures school like Hindu, Muslim, and Christians and also Dalits and Tribals with their respective mother tongues come to school. In that total population only twenty six students belong to Lambada community. The ZPH School is far away from their place, they have to come three kilometres from their place. There is no proper bus facility and they have come to the school either on foot or by bicycle.

The students of the main study were a set of homogenous group of twenty six students with age group between thirteen and fifteen years from class eighth. All the learners had their primary education in Telugu medium. But Lambada learners have to learn most useful language (Telugu), because for them no specific school is meant and also the Lambada language has no script. Among the total population of the Lambada learners, the majority of the students are male. Especially in the Lambada community, girls are not allowed because of their age old traditions and customs. Most of the females right from the childhood are engaged in household and agriculture work by their parents. Their parents consider their children's help in their agriculture so that it would help for their family income. This is one of the most

49

important factors for the less population of the girls in the school. Almost all the learners are from economically disadvantaged families.

Few of the students in the school are exposed to English either through Television or radio. They have some knowledge of English and are familiar with simple expressions like, "Hello, How are you?", "Hi, Good morning", "What is the time now?" etc...But, most of the learners are not aware of this. They are just confining to their mother tongue and Telugu. There is also no proper attention towards the Lambada learners in the classroom.

These disadvantaged learners are irregular to the school and sometimes have to help their parents in some odd jobs which s leads to an increase in the dropout rates. The availability of infrastructure and facilities to the learners are also very poor.

Table: 1 This table represents the Lambada learners population

Class complexion: section;

Student's	Numbers
Boys	18
Girls	8
Total	26
Present	26-15
Absent	10- 11
Total	26

50

The subjects for the study are from class eight of Gokafaslawad ZPH School of Mahaboob Nagar district Andhra Pradesh. Almost all the learners are the first generation learners who are socially and economically disadvantaged. These students were particularly chosen for the study because the researcher too is a first generation Lambada learner. It was observed that the Lambada learners are poor and also their performance and achievement is very low in academics when compared to other learners. Only sixty to sixty five students are regular to class and the rest twenty students remain absent. There is not proper seating arrangement for the learners, they sit on the floor. It is found that boys and girls do not to communicate with each other. Girls students interact with girls and boys with boys. If they have any doubt then only they speak with each other. There is no free interaction among the students within or outside the class. It clearly reflects the personality of the learners, their attitude, and the traditional values they practice.

3.4. The Realistic Background of the Lambada Learners

The leaner's proficiency level is very low. The learners are studying in regional (Telugu) medium schools. The results of the pre-test showed that the learners' proficiency is very low. These learners were not showing enthusiasm to learn English language. Many students are unable to form letters into simple words. They can reproduce from memory a very limited number of isolated words, but errors exist. English is introduced in the school at sixth class level. They have three years of exposure to English. None of them were in the habit of reading test books. Few of the students are friendly to read English text books. Teacher teaches English with the help of Telugu to use.

51

3.4.1. Age factors of the Learners

The age is the very important factor to the learners. In the earlier age learning is very successful than adults age. The learners' age group was between thirteen and sixteen years. Most of them were first generation learners, and all of them are socially neglected and economically challenged. The learners of class eight, Lambada community learners are very low achievers when compared to the learners of other classes. Also the classroom observation and pre test analysis showed the low ability of eight class Lambada community learners in the ZPH School of Mahaboob Nagar District.

Table II: This table represents the age group of Lambada learners

Students	Number	Age of the student
Others boys & girls	55	14
Lambada Boys	18	13
Lambada Girls	8	14
Total	81	

3.4.2. Learners' Educational Background

The learner's educational background is very low, because they are from rural background and they do not have access to any information and also are not aware of the benefits of education. The study was undertaken especially in rural area where there is no availability of minimum infrastructure and resources. They are socially, economically, and

52

educationally challenged. Most of the parents' occupation is either working as daily labourers or agriculture and they do not have any awareness about education. Since these disadvantaged Lambada learners rely on teacher in the class. And the parents have no knowledge about the education and benefits of education, so they do not send their children for higher education. The learners won't go school regularly and they face problems in learning in English, particularly in writing they lag behind. Some of the students do not respond to the questions asked by the teacher in the classroom even though the questions very simple and easy to understand. Only sixty percent of learners are respond and the remaining fourty percent are just are unable to respond to the questions asked by the teacher.

3.4.3. Skills Development

It was observed that the proficiency of these learners is below 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 language. Lambada learners view English as a difficult subject of all the other content subjects, because all the other subjects are taught and learnt in Telugu. The only way of Learning English for them is by mugging up question and answers. In addition these learners are never given practice in language skills. Therefore they are not aware of skills in English resulting in poor proficiency.

The learners' comprehension and expression ability was very low. The learner's seem to understand the meaning of the words but they are unable to repeat.

53

Historical Background of Lambada Learners:

The Lambada is a poor community. The government of Andhra Pradesh has taken up considerable schemes for concessions and considerations in the field of education for them. The main aspects of development and the pioneer in the initiating maximum effort to Lambada goes to Sri.Sanjiveeviah, chief minister in 1966.He thought of tribal welfare schools and brought many Lambadas into education.

Once the Lambada children started getting education the elders came to know about the facilities provided by the Government and more and more started joining the school where they felt the children received better food apart from education. The scheme of compulsory primary education also had its impact on their lives.

Table III: This table represents the Lambada learners' parents' educational background

Parents education	Numbers
Fathers educated	6
Mothers education	Nil
Uneducated	20
Total	26

With education the younger generation are accepted well in their localities. The educational qualifications helped some Lambadas to get into Government services. The old and uneducated still have the same faiths and beliefs. Education has brought about a lot of

54

change in their thinking and observation of many rituals. Also started taking medicines for diseases like jaundice, chicken pox which were once they used to believed as a visitation of the wrath of their goddess.

3.4.4 The Teachers Role

Teachers influence the students tremendously with their good relationship, qualities and importing his/her subject knowledge. Most damage to students is done when the teachers teaching is merely an essential requirement and not to impart knowledge to the students. The researcher understood that learning is related to the kind of human relationship found in the classroom between students and teachers.

The teacher has to know about child's mind, body capabilities, background and handicaps to do justice to the difficult process of teaching and for the benefit of students.

- Friendliness in which no child is made to feel inferior is another important essential feacture for teachers.

- Teacher need to have a clear understanding about their student's likes and dislikes, levels of their understanding. The modern teacher's role is more as a director and guide rather than as tasks master.

b) The teacher should act as a guide where pupils are taught by a variety of selected experience towards widening their perspective towards students understanding.

c) The teacher plays a vital role in teaching and a much significant role in knowing the strengths and weakness of their students for developing their personality as each student has their own distinct potential and limitations.

55

Teacher's Role in Student's Academic Achievements:

Student's academic achievement is taken as a measure of teacher's effectiveness and so teacher plays a very vital role in influencing student's academic achievement. Teachers not only influence in their studies but also in their personal lives helping them to lead a meaningful lives.

The students achievement is considered to the amount of knowledge derived from learning. The source of receiving knowledge by the child is mainly from school. There are various factors affecting the student's academic achievement. Some of the main factors are school related such as size of the class, situation of the school building, population of the school and the condition of the building. The other factors are teacher related such as teacher's personality, attitude towards teaching experience, subject knowledge, communication skill of teachers, teachers listening skills. These factors contrast with students related factors such as family sine, socioeconomic status of the learners and so on.

3.4.5 Location and Facilities available

The school is located at Sevabanda, a small thanda (village) in Mahaboob Nagar of Andhra Pradesh district. It is nearly a three kilometres walk for the learners to go to school. All the neighbouring villages and some from far off villages come to school. There is no proper infrastructure in the village like tar roads, bus facility, and not even access to newspaper. It is almost isolated from the modern day infrastructure and completely cut off from the present day communicative world. Even the distance is distancing the students to access education, but the learners from Lambada community are going to school by facing hardships. The school has no library and no lab for practicals. But one facility is available there is provision of mid-day-meals to the students. It helps the students to save time from

56

going home for lunch. The school has also got computers but the lack of trained regular power failures and other factors are making the computers to be just kept in the store room.

3.5 Classroom Observation

The school is well constructed building and the classrooms are spacious. But the classroom strength is around eighty in number. There is no availability of desks to the students to keep their bags and books and they have keep on the laps or on the floor. Coming to the classroom teaching, the teacher of English uses Bilingual and Grammar Translation method in teaching. Telugu is the only language used as medium of instruction and even in the English classes. The teacher of English uses all the time Telugu to explain the lesson. When it comes to some difficult words and their meanings, teacher writes on the blackboard both in Telugu and English. There is no opportunity for the learners to develop the language skills. Emphasizing on writing skill in the learners, the teacher neglects. And for the development of speaking in the learners, there is little or no opportunity. Except dictation, students do not get/enough practice. Always, the teacher translates the English lessons into Telugu and explains the meaning.

3. 5.1 Students Questionnaire

The students questionnaire was designed to get the information on the background of the learners, the teaching and learning methodology in the class, teachers interaction with the Lambada, their learners learning style and interaction between students in the class and outside the class.

57

3.5.2 Teachers Questionnaire

The teacher's questionnaire gives the information about the teacher's qualifications, the training course he/she has done before, experience, attitude towards Lambada learners and few other details with regard to teaching English. The teacher's questionnaire also gives an idea of teacher behaviour in the class, the teaching methodology used in teaching English.

3.5.3 Activities

The activities were given to the Lambada learners to develop their language skills. The activities were based on grammar, vocabulary and spelling. These kinds of activities were given to the learners to make them interact in the class, during the period of the study.

3.5.4 Evaluation

Evaluation is the systematic gathering of students work for purpose of decision making. For example, in pre-tests the learners English language writing is very poor. They are unable to write correctly. So this evaluation will help the students to know their mistakes. In language planning, evaluation frequently involves gathering information on patterns of sentence use, language ability, and attitude towards language. In the study evaluation, evaluation is related to decisions about the quality of the Lambada learners writing. The evaluation of writing skills may involve the study of curriculum, objectives, materials and tests also. In the present study along with evaluation, constructive feedback was provided to the learners to encourage them to use language correctly.

58

3.6. Conclusion

This chapter has discussed the research design and the methodology adopted for the present study. The procedure followed for the study and a brief note on classroom observation, environment, population, proficiency level, and educational background of the Lambada learners is presented.

The next chapter deals with the interpretation of data. It furnishes the information about the analysis of classroom observation, students' questionnaire, teaching activities, methods and materials used for this study. This chapter also gives the details of the post test.

59

Chapter 4
Data Analysis

CHAPTER-IV

4.0 Introduction

The present chapter describes the data collection and the procedure followed. It explains about the process of data collection and the tools used in the process. It discusses the learner's opinion and questionnaires, analysis of classroom activities with a discussion on the course book followed by critical appreciations of the activities and tasks incorporated in it. Subsequently the chapter also describes the gap between present knowledge and actual knowledge of the Lambada learners. It also gives a brief description of the teaching methods, materials used for the data collection. The chapter describes the interviews taken in both ways, Formal and Informal interviews with the students, teachers, parents and Head Master of the School. The chapter also talks about the tests conducted by the Researcher to evaluate their knowledge in writing skills in English language and it displays the test results. The chapter visualises clearly about the process of the evaluation of the writing skills among the Lambada Learners with designed graphs. The chapter also carries out discussion and analysis of the improvement tasks and the test administered to the learners.

4.1 Procedure for Data Collection

Qualitative approach is used for the Data collection. The Language activities used to test the learners' knowledge in English are dictation, pre-test, formal, informal interviews with learners and teachers and classroom observation. Black board, English eighth class text book were used as tools to collect the data. The researcher has taken note of everyday activities and experiences of the field observation in the form of Personal notes.

60

4.1.1 Classroom observation

The first and the main thing found in the process of classroom observation is that if the classroom environment is compared with the classrooms in town areas, the classrooms in the village areas are very poor in terms facilities and environment. The teachers who are working in the Gokfaslwad school are less interested in teaching. The knowledge they have in language is lesser than the teachers who are working in the other schools like towns and cities. To the question "why you have lesser knowledge in English"? the answer from the teachers because of the lack of the use of the language in daily teaching life they are not able to keep themselves on par with other teachers of English. Because of this problem they are unable to motivate the students. The classroom observation and the little talk have helped me to find out above things though they are small but interesting and important to the research. The methods found in the observation process are - the Grammar Translation Method and the other Traditional methods. In the process of teaching the language lessons the teachers give the meaning of the hard words in Telugu. At the end of the lesson the teachers conduct a test of Dictation of the meanings and hard words to assess the level in writing among the learners. The learners must write down the meanings, they are not entertained if some hard and unknown meaning is asked to the teacher. In the process of this research I found that there is no freedom to the learners and it is a teacher centered classroom. The English language teacher hardly uses the language in the classroom. The whole teaching process is done in the Telugu or which is known to both of the cases learner and the teacher. The teaching English is purely examination oriented. Hence, there is no focus on the language skills which are required for the learners academic progress.

61

4.1.2 Analysis of Classroom Activities

What I found in the classroom observation is that the learners not even know the basic words in English and cannot construct a meaningful sentence. It was observed that they do not know minimum spellings, meanings, basic words, punctuation etc.

In addition to that, it was found the English lessons are taught in Telugu. The teacher in the classroom uses very little English. To the researchers question, 'why the English lesson is being taught in Telugu?' the teacher replied- 'learners cannot understand the lesson if it is taught in English'. Teachers explained and dictated in Telugu. The students never get the opportunity to guess the meaning of difficult words, nor they are encouraged and taught to access the dictionary. These are the major drawbacks to the learners of the Lambada community to get good language skills such as speaking and writing. The English language is taught for the sake of pass marks in the annual exams. Neither teacher has explained to the learners about the value of neither the English language nor the society in the villages. The learners are given guides to mug up and reproduce the needed information of the lessons in the examination. Hence, no importance is given to the teaching of English language in rural area schools and the final result, is the learners are unable to get higher education after the completion of their schooling.

4.2 Present Knowledge and Actual Knowledge of Lambada learners

The researcher went to the Zilla Parishad High- School in Sevabanda Thanda got permission from the school Head Master to examine the Lambada learner's proficiency level in writing. After conducting the pre-test and post-test, the answer scripts gave an idea that the learners have poor writing skills. In addition to that, the scripts helped the researcher to have

62

clear idea to plan, design the material, teaching methods to teach grammar, spelling, content words and structural words to the students. Content words like nouns, verbs, adjective and adverbs. The sentence construction English were taught. Structural words like preposition and the role of preposition in writing skills were also taught. From the scripts the researcher found that the Lambada learners lack basic English language writing skills like grammar, spelling, vocabulary and punctuation marks. The reasons may be the lack of better teaching in the school and the less exposure to the language skills like LSRW.

Noun:

The learners have no deeper idea of the English Grammar and they are confused with noun words, because there are different kinds of nouns. Nouns are like proper nouns, collective nouns, common nouns, and abstract nouns. The learners are familiar with name of the place, persons and thing, but they do not know other noun words. So the learners face difficult to identify the nouns.

Example: Elepant, elapant (elephant), bai, bi, (boy), gire, gar (gray)

Ried, ryd, red (ride) far, par,(for),beg,bag(big) gre, gay, grei,(gray)

Cildrn, children, cheldrn, childran (children)   fun, fon,bon,(bun)

years, ers, years (ears) tank, trenk, thak, thik (trank)

wak, waks, was, wall, (walks).

63

Verb:

Verbs are necessary components of all sentences. Verbs have different important form and function. Some verbs put static objects into motion while other verbs help to clarify the objects in meaningful ways. The learners in the study have problems with verbs, because they are unable to identify verbs. These verbs are very familiar to the learners but it is difficult for them to use verbs.

Adjective:

Adjectives describe nouns by answering one of these three questions: What kind is it? How many are there? Which one is it? An adjective can be a single word, a phrase, or a clause.

Adverb:

An adverb is a modifying part of speech, targeting anything other than a noun... Adverbs are also often formed by taking a noun and adding the -ways or -wise suffix to it.

The Preposition:

Prepositions are the words that indicate location. Usually, prepositions show the location in the physical world.

Finally when it comes to the analysis of the actual knowledge and present knowledge of the learners (after Tests); it has been examined that there is a vast gap between the real knowledge and the present knowledge of the learners, which needs to be filled in order to meet the demands of the present learners world. These Lambada learners did not have the opportunity for learning L2 at the primary level of their schooling as English is introduced

64

only from class VI onwards. The methods of teaching English used tribal schools are old and outdated. The learners do not have practice in the classroom and the learner's orientation towards learning L2 is only as a requirement for writing examinations and passing, rather than being able to function well in real life situations. These are the reasons that are responsible for the gap between the expected level and present level of proficiency of these learners.

4.3 Curriculum and syllabus

It has been observed that the teaching is done by translating the whole lesson into Telugu, with the help of grammar translation methods. English is taught through traditional methods, structural method and rote learning etc. But the pupils have no oral skills. They to speak Telugu and Lambada language in their daily life. They use English only for classroom purpose. They are unable to understand the lesson if it is explained in English to English. In the government schools they have new equipment like computers, television and tape recorders, but they are kept in head master's room. Even the teachers do nor have the technical knowledge to use the provided equipment not they have the inclination to integrate it with language teaching.

4.4 The Interview Process

The interview process of this study is designed by the researcher. Both formal and informal interviews were conducted with the teachers, students and the parents.

In this interview I have observed that the Lambada learners' family background, educational background, and the interest of the learners about learning the English language. In the interview the researchers also observe the capability of the learners in writing, their

65

knowledge in the English and interactive skills with the other students. The learners were also given a topic for group discussion among themselves.

4.4.1 Students Interviews

The interviews were conducted in formal and informal ways. The learners were scared very much about the interview since it is a new and first experience to them. They thought that a new teacher has come to teach them. After the self introduction of the researcher to the learners, they have shown much interest in answering to the questions in Lambada language in which the researcher can communicate since she also belongs to the same community. They feel that the English is very difficult for them. The questions were translated into their language to get answers from them. Then they told that are very poor in English language, because there are no sufficient English teachers. In the school only one teacher who has very little knowledge in English teaching English The learners are very much enthusiastic to learn the language but they are very poor in grammar, vocabulary, and spelling. The learners reported that if L1 is used in teaching L2, they can understand the English lesson properly. Some of the learners reported that they do not have enough support from the family members since they are struggling with economical problems. Their parents used to work in the fields. They also reported that they do not have facilities to learn the English language.

4.4.2 Teachers' interviews

The task of taking interviews has been successful because of the help of the principal of the school. The English teacher was very co-operative. He accepted and supported the researcher's work at their school. There was only one English teacher for the whole school. He is from the same place called Mahaboob Nagar and his mother tongue is Telugu. The

66

qualification of the teacher is M.A. in economics and B. Ed in English language and MA in English through distance mode. He has sufficient knowledge in teaching English language but he is the only teacher for the whole school who has to teach classes. The teacher has a very low opinion about the Lambada community learners. It seems that he is not interested to teach the learners. It was observed that he focuses on the other learners who come from other communities.

4.4.3 Parents' Interview

The parents in the Lambada community are uneducated. They do not know anything about the English language. Though they do not know anything about the language and they are uneducated, they wish that their children should be well educated and settled well. We can understand their interests when they use to attend the meeting conducted by the school's principal. They want to know how their children are performing in the class. Even though they are poor, they are ready to sacrifice their food and clothes to provide minimum facilities like text books to their children. They have no sufficient and well built house to provide enough of space to their children to do their academic work. The children sit in an empty place and some time under the trees to complete their home work. And some of the learners' fate is very pathetic, they have to go the fields in the morning to water the crop.

4.4.4 Interview with the principal and school administrators

The interviews with the administration and the principal revealed that they do not show ahy special interest to help the Lambada learners. The Lambada learners are neglected. It is assumed that Lambada learners' proficiency is just like the other learners'proficiency by

67

the administration. But, Lambada learners need extra classes tutorial sessions and care from the administration.

4.5 Pre Test Analysis

A test was administered to the students in order to distinguish their level of proficiency in writing. A group of twenty six students took the pre test, which was conducted in English. The purpose of the test was to check whether the learners are able to write simple words and sentences. The test was designed by selecting the lesson from eighth class text book (The Elephant) which was very familiar to the learners. For the test the instructions were given in Lambada language and English. The main purpose of the test was to understand the learners existing level of proficiency in L2 writing.

From this test it was understood that;

- The Lambada learners are not familiar with the most basic aspects of the English language such as content and structural words in L2.

- The learners were very poor in reading and writing.

- The learners needed help in L1 to understand L2 English

  This test helped the researcher to get an idea of learner's present level of proficiency and their test taking skills. It gave the researcher a sense of direction to plan, select, and teach a basic word which serve as building blocks.

68

Table-IV : Pre-test

Content words and structural words

Words/marks	0-2	2-4	4-6	6-8	8-10	total
Noun	0	3	4	5	7	26
Verb	2	3	3	6	5	26
adjective	3	3	6	5	7	26
Adverb	0	6	7	4	5	26
preposition	2	7	6	7	6	26
conjunction	0	5	7	5	6	26
interjection	2	4	6	8	5	26

69

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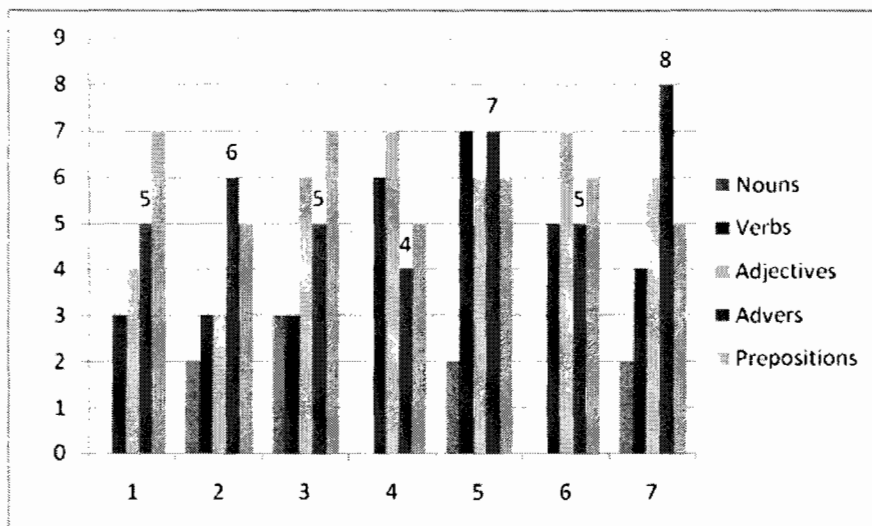- The learners needed help in L1 to understand L2 English

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adjective	3	3	6	5	7	26
Adverb	0	6	7	4	5	26
preposition	2	7	6	7	6	26
conjunction	0	5	7	5	6	26
interjection	2	4	6	8	5	26

69

The pre test was conducted in beginning of the teaching session, in order to understand the learners level of proficiency in the English writing. For the test, 26 Lambada learners attended and took the the test. The test revealed that the learners second language writing is very poor. They are unable to identify content and structural words. Dictation was given to the learners. Some how these learners seem to be familiar with content words but they have problems with structural words and spelling, punctuation and hand writing. The above chart explains the performance of the Lambada learners in the pre-test.

4.6 Post -test Analysis

The test was conducted at the end after a period of teaching writing. After teaching of content and structural words through a variety of appropriate tasks, the a final test was given to check the learners improved level of proficiency in L2 writing(see Appendix III). This test covered all the items that have been taught to the learners during of the time span of twenty five days instructional sessions. The learners were given one day to prepare for the test.
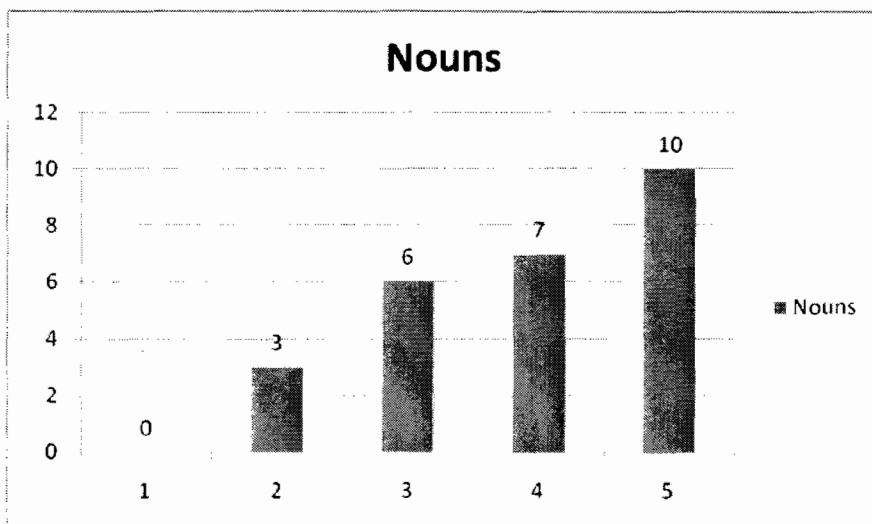
70

From the learners writing of the sentences, content and structural words in L2, it was understood that they are improved a lot (see Appendix IV).

A detailed discussion of the learner's performance and the improvement level is discussed in the given Bar charts that follow:

Table -V

Nouns

| Words/marks	0-2	2-4	4-6	6-8	8-10	Total/ No.of Students
Nouns	0	3	6	7	10	26

71

This bar chart above shows the performance of the learners in their end test. The fact is that most of the Lambada learners did very well in finding nouns, most of the learners got good marks in the nouns. The learners could use correct nous in their writing in the end test. Some of the leaner's have had problems, but compared to the pre test and other tests, the number of errors in the use of nouns is less.

Table –VI

Adjectives

| Words/Marks	0-2	2-4	4-6	6-8	8-10	Total/ No.of Students
Adjective	3	3	6	5	9	26

72
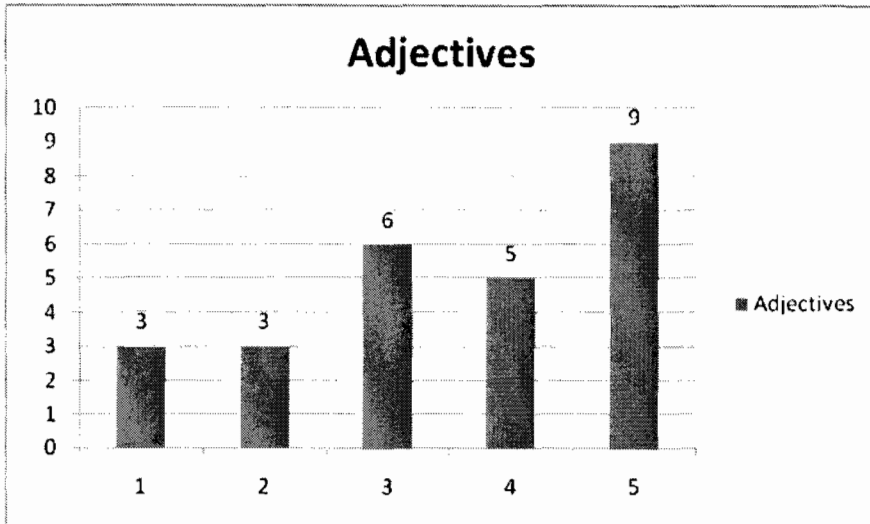
Adjectives

Most of the learners made use of the Adjective in their sentences in the end test. Some quantity of the learners had problems, but compared to the pre test and other tests, the performance of the learners was better. Therefore, the scores of the learners was good in the test. All the learners got good grades in the adjective.

Table-VII

Verbs

| Words/marks	0-2	2-4	4-6	6-8	8-10	Total/No. Of Students.
Verb	2	4	3	6	11	26

73

Verbs
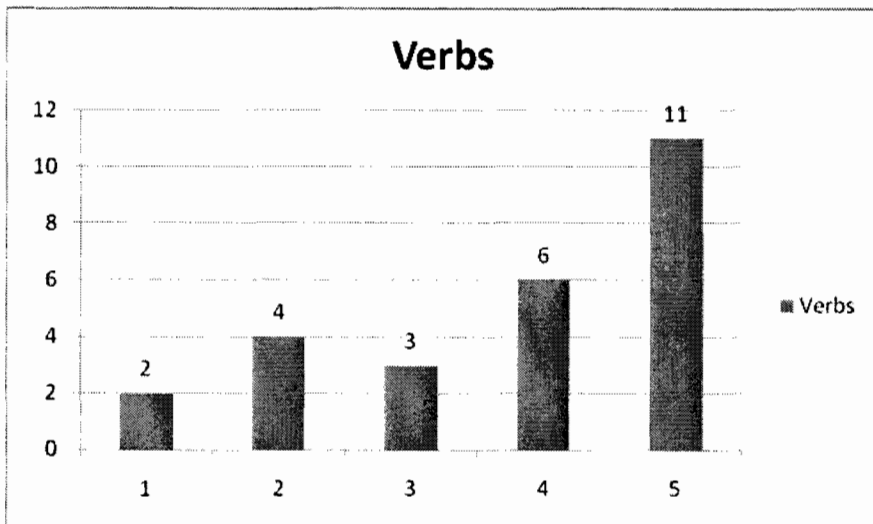
From the post test scripts it was observed that the number of sentences with correct use of preposition increased comparatively. The learners got more marks in the end test. But some awareness has to be created among these learners about the use of the verbs in L2 writing.

Table-VIII

Adverbs

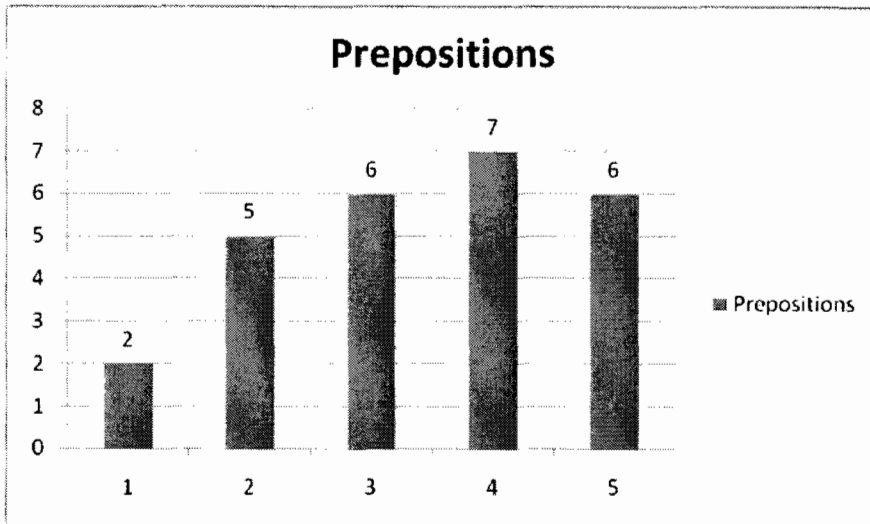| Words/marks	0-2	2-4	4-6	6-8	8-10	Total/ No .of Students.
Adverb	0	6	7	8	5	26

74
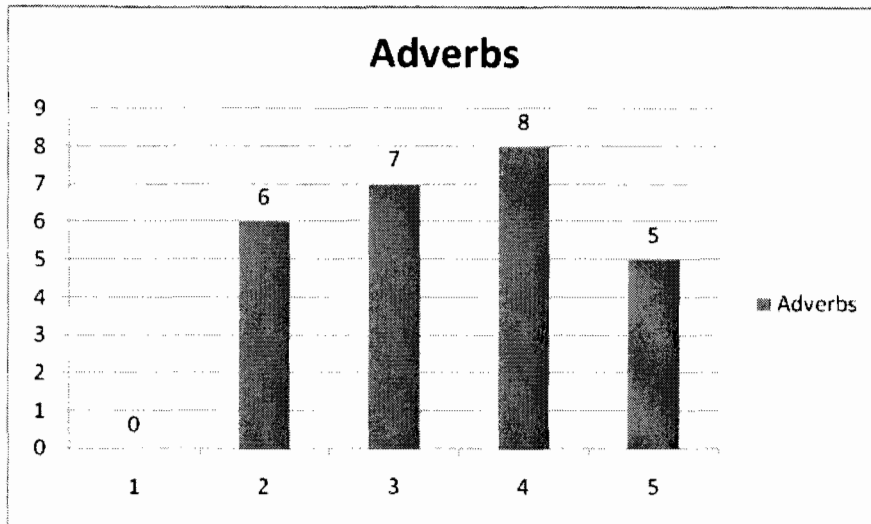
Adverbs

The end test showed the performance of the Lambada learners in the adverbs. some learners have problems with this adverbs, but when the compared to the pre test, and end test performance was good.

Table-IX

Prepositions

| Words/marks	0-2	2-4	4-6	6-8	8-10	Total/ No. Of Students.
preposition	2	5	6	7	6	26

75

Prepositions

From the end test script it was clear that the number of sentences with the correct use of prepositions increased comparetively. But the learners had coufusion with the use of prepostions in sentences. Therefore, some awareness has to be created among these learners about the use of the prepositions in their writing.

Table-X

Conjunctions

Words/marks	0-2	2-4	4-6	6-8	8-10	Total/ No. Of Students
conjunction	3	5	7	5	6	26

76
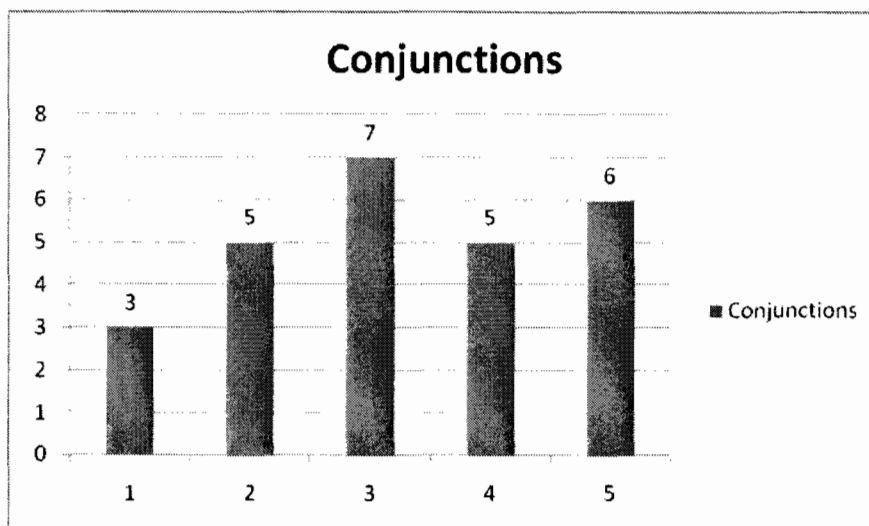
Conjunctions

The use of conjunction was very limited and the performance of Lambada learners is improved a lot. The highest mark is seven and the lowest mark in this is three in this item.
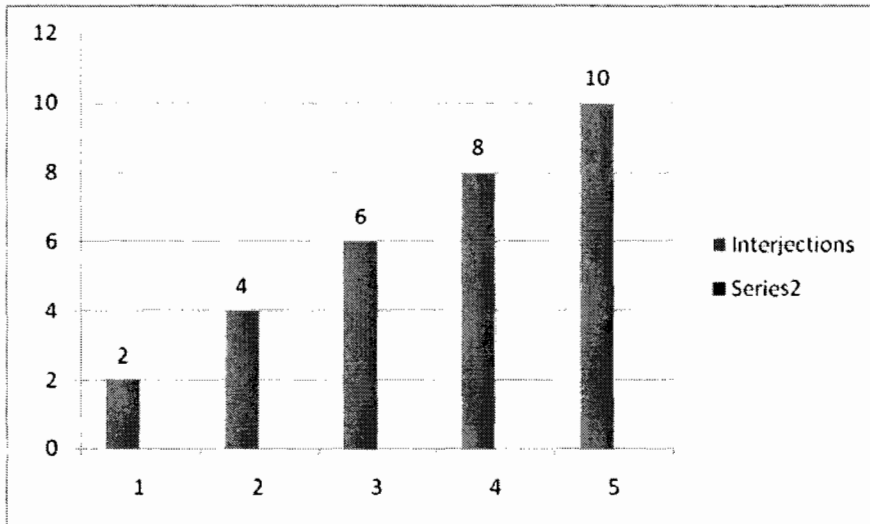
Therefore the researcher taught and created awareness about the use of conjunction in their L2.

Table-XI

Interjections

| Words/marks	0-2	2-4	4-6	6-8	8-10	Total/ No. Of Students
interjection	2	4	6	8	10	26

77

Though Lambada learners have great problems in L2 writing. The performance of these learners in the post test was is better than pre test. Some learners have problems with interjection, but these learners scored good marks in the post test.

78

Table - XII

Content words and structural words

Words/Marks	0-2	2-4	4-6	6-8	8-10	Total/ No.of Students
Noun	0	3	6	7	10	26
Verb	2	4	3	6	11	26
Adjective	3	3	6	5	9	26
Adverb	0	6	7	8	5	26
Preposition	2	5	6	7	6	26
Conjunction	3	5	7	5	6	26
Interjection	2	4	6	8	10	26

79
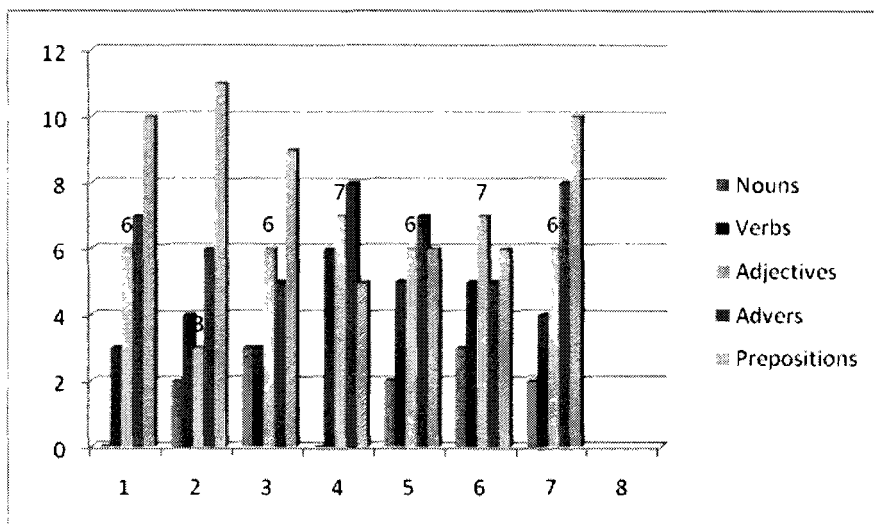
It was conducted in the end of the teaching classes, which is last session in order to understand their improved level of the proficiency in English writing. For these classes 20 Lambada learners attended all the 25 teaching sessions. The 20 Lambada learners who attended all the 25 sessions took the post test. The main purpose of the test was to check whether learners have improved after the teaching of writing, the test consisted of dictation, making small sentences Grammar - noun, verb, and vocabulary, spelling, punctuation activities which were easy for the Lambada learners to identify. In the pre test the researcher has gave different kinds of words to find out whether they are content words or the structural words. The duration of the test was one hour and it was conducted in the classroom itself.

4.6.1 Punctuation

Most of learners could employ correct punctuation in their writing in the end test. Some of the learners had problems, but compared to the pre test and other tests, the number of errors in the use of punctuation was low.

80

4.6.2 Spelling

The Lambada learners made a lot of spelling mistakes in their pre test. These learners are greatly troubled by the English spelling even in their higher studies. Therefore, the researcher has taught spelling through various tasks and activities by giving to:

- ➢ Words dictation

- ➢ Incomplete words

- ➢ Missing words and so on.

4.7 Comparison between Pre Test and Post Test

It is perceived that there has been considerable improvement in the learners' proficiency in writing from the pre test to the post test. In the pre test stage, many learners had problems to recognize the content and structural word in simple sentences where as in the post test, they were able to write short and meaningful sentences. Everyday improvement was seen in the learners' level of confidence in using English. The same learners who rejected to converse in English in the beginning started to talk in English with the researcher even if in broken sentences towards the end.

A small amount of the learners improved a lot, because they always practiced to read and write when was given. At the end it was understood that these learners need guidance, help and motivation to improve. When encouragement was provided to the learners with interesting activities and tasks along with linguistic help, they could show little improvement.

81

4.8 Discussion on the course book

The English course book for class VIII had been proposed according to the syllabus for a five- year course in English as a third language.

The objectives of the course book are as follows:

The main objective of teaching English at this level are

1. To help your pupils enjoy the learning of English.

2. To help them in listening to English spoken by their teacher and classmates and to understand.

3. To help the learners to speak English with their teachers and classmates.

4. To train them to read and understand the given reading materials.

5. To help them read, recite, understand and enjoy the simple poems in English

6. To help them write simple English in answering the questions and doing the language exercises

7. To help them learn elements of language, such as sounds, words, spellings, phrases, sentences and their structuring

4.8.1 A Discussion on the question paper

The class 8th English question paper is prepared by the government of Andhra Pradesh. The question paper is divided into two parts; they are part A for 60 marks and part B for 40 marks respectively. The whole paper is divided into two papers; paper 1 consists of questions from the reader and grammar in general. The Paper 2 consists of questions from the

82

non-detailed book including reading comprehension, letter writing, paragraph writing and story writing. In first paper there are 8 questions which are from the English reader carrying sixteen marks, four marks for each question. Then few short questions will be followed for 2 marks each. The short questions will be asked from the English reader. The next section will carry a poem that is taken from the English reader. The next section carries one passage, that should be read by the students and answer the questions that follow.

The question paper is difficult for the Lambada learners. The grammar and vocabulary, comprehension passages are also tough for the learners. So the pre test pattern of the question paper is too complicated for the Lambada learners.

4.9 Conclusion

This chapter has presented, analyzed and interpreted the data. The main aim of the chapter was to provide detailed facts about the data collected during the field work. The expected outcomes of the questionnaire, the pre-test and the-post test result were described in the chapter. Detailed information has been provided on classroom observation, the needs for teaching basic words to the learners, suitable strategies to teaching writing, teaching and learning condition and the socio-economic conditions of the learners are also clearly portrayed in the chapter.

The chapter also represents formal and informal interviews conducted with parents, teachers, and the learners. It has investigated into the reasons for poor the academic achievement of the Lambada learners. Thus the chapter has provided an overall picture of the personal, academic and socio-economic conditions of the Lambada learners.

83

In the following chapter, the concluding remarks, major findings of the study and their implications for teachers, parents and the recommendations to the teachers, policy makers, and material producers are explained.

84

Chapter 5

Conclusion

CHAPTER-V

5.0 Introduction

This chapter is divided into three sections. The first section begins with the concluding remarks which are the important for this research. The second section discuses the major findings of the study. And the third section suggests few recommendations to the teachers, administrators, material producers and state Government for certain changes to be brought about in teaching of English to Lambada learners.

5.1 Concluding Remarks

The main remark is that the Lambada learners first have to learn Telugu language to lead their lives in society, because Telugu is the most widely spoken language in Andhra Pradesh. Then for academic purposes they have to learn English. Since the parents of most of the students are uneducated and poor, they cannot support their children to learn and get educated in towns and private schools. They are the first generation learners learning English language, and hence neither their parents can give suggestions nor do they have brothers or sisters or elders to help them. Though they are economically and socially downtrodden they are struggling to learn the language. In the school where this research has been conducted, English is being taught by the other subjects' teachers (like History and Economics teachers) one can imagine how these teachers teach English language. The researcher has tried to give a clear picture about the fate of the Lambada learners in Government schools. The teachers cannot take proper care of the students. A lot of improvement is required and some more needs of the students are to be fulfilled in getting good academic lives. The state Government

85

and the educational authorities like the teacher training colleges should put their efforts into this important social responsibility immediately.

Knowledge is useful for successful education of English-language learners. The challenges in the teaching and learning of ESL then, is to extend the research to minority populations have to researched and the benefits have to be extended to them. Therefore, remedial teaching is of great importance for these learners.

5.2 Recalling the background of the study

Teaching English language as an important activity especially where learners lack the expected writing proficiency. In Andhra Pradesh, it has been observed that many Lambada community learners at high school level do not have the required writing proficiency. So it is an important question to study why the Lambada learners find it difficult to read and write in English. To a certain extent, the current teaching practice in schools seems to be responsible for this poor proficiency of Lambada learners. For instance, teachers do not elicit word meanings from the learners, rather, they tend to supply mother tongue (Telugu) equivalents to most of the difficult words. Other reasons could be lack of practice in the classroom, poor vocabulary, examination oriented writing, teacher-dictated writing, lack of an English speaking community, limited reading habits and so on.

Lambada learners are first generation learners who are disadvantaged from an educational and economic point of view. They are considered to be linguistically deficient, academically unsuccessful and socio-economically backward. Most of the Lambada learners are children of agriculture labourers, bonded labourers, and civic-sanitation workers with no educational background. These learners do not have any parental support as they are illiterates. Very often parents take their children to work in agricultural field as they can

86

contribute to the family's income. So as a result these learners remain as under-achievers, school dropouts and failures in academics and remain so forever in life.

5.3 Procedure followed for the study

The study will be carried out in three phases, first phase find out the problems of the Lambada learners and understand the problems of Lambada community learners. For a period of time the researcher will try to understand the problems that the learners face in when in examination, classroom tests or doing any writing activities/tasks. With this the researcher will have an idea of the learners' actual level of writing. Then, a pre-test consisting of a content and structural word tasks will be given to write. A questionnaire will be given to the learners to understand their socio-economic background, the exposure to English, and their views and opinions about the teaching/learning of English. Formal and informal interviews with students, teachers, parents, and administrators will be conducted along with the analysis of classroom tasks; the learners answer scripts will be examined to have an idea of the learner's level of proficiency in L2 writing. Content and structural words will be given to find out the differences between them. Twenty five sessions (one hour each) of class teaching using various strategic techniques will be done to help learners improve their writing.

In the second phase teaching writing to the Lambada community learners, based on the pre-test content and structural words will be taught, with particular focus on the learners problem in L2. In addition to this, required vocabulary and grammar will be provided to the learners on blackboard. The researcher will play vital role during this phase by discussing words and their meanings, grammar and it usage etc with the learners. Story books and group discussions will also be conducted to create an interest in the learners. Further classroom writing activities will be given to the learners to improve their grammar, vocabulary,

87

punctuation, and hand writing. Different kinds of content and structural words will be given to construct small sentences. Further every day writing tasks will be analysed and feedback will be given to the learners. In the third phase the learners writing will be assessed in terms of grammar, vocabulary and material from the class VIII English text book.

5.3.1 Learners

The students of the study were a set of homogenous group of twenty six students of Lambada community learners between the age group of thirteen to fifteen years from class VIII. All the learners had their primary education in Telugu. Lambada learners have to learn (Telugu), because for them there is no particular language, ie. Their language has no script to use in their schooling. Both male and female students are admitted to schools, but many classes have less female students, because the Lambada parents want their girl children to work in their field and earn money for the family. All the learners in the study are from lower middle class background.

5.3.2 School

The school is situated in Sevabanda Thanda, Gokafaslwad village in Mahaboob Nagar district, of Andhra Pradesh, where there are no minimum facilities for the Lambada learners like roads and bus facilities. The learners have to walk around three kilometres to reach school every day. There are no black boards, and well-built classroom in the school, there are no doors and windows to the rooms. The classroom arrangement is very different, like the seating arrangements, benches and other facilities for the learners, and teacher.

88

5.3.3 Material

The material used for this study includes the class VIII English reader which is designed to the schools by the state Government. It was the study focused on teaching writing skills to develop the students' proficiency at their academic level. At the primary level, teachers use Bilingual method and Grammar Translation Method to teach English. English language is introduced from the 6th class level. Up to 6th class the learners do not even know a single alphabet of the English language. The learner will be able to understand the lesson when explained in Telugu. The main intention of the Teacher is every student should understand what he is teaching in the classroom. That is why the lesson or the materials used for teaching the language are being translated into the mother tongue of the students. In addition to that the teachers are not much enthusiastic to teach the language to the Lambada learners. Their main intention is to complete the syllabus as soon as possible. Because of this, the classroom becomes entirely the teacher centered, Consequently English language learning appears to be a boring and routine process for the teachers and the learners.

In rural Government schools there is no library facility. If the learners want to have any information they have to ask the teachers only. Otherwise they have to use the guides or the question banks available in the market. For some students have no chance to do that because of the poverty.

89

5.4 Major findings

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

Learners' proficiency

1. They are unable to differentiate between content and structural words.

2. The learners have problems with spelling and handwriting.

3. Learners have cohesion and coherence problems in their writing.

4. The learners have much of in their mother tongue influence and they have problem with second language or third language.

5. The learners have problems with other language skill, listening, reading, and speaking.

6. The researchers' personal experience as a Lambada first generation learner has also prompted her to take up the present study.

7. Most of the classrooms in the rural areas are dominated by the teacher. All the students and their activities are guided and managed by the teacher in the class.

8. They have problems to understand sentence structure during their writing.

9. The learners did not perform well in their pre-test, because they are used to the material given by the teacher in the classroom.

90

10. Lambada learners are unable to find out the parts of speech, they are unable to identify noun and verb. Some of them easily identified the noun and other parts but few of them were poor in English.

11. The learners were not aware of the rules of grammar and writing in second language.

12. They have major problems with punctuation, spelling sentence structures and other aspects of the English language.

13. They are not even able to differentiate content and structural words in English language.

14. They are economically poor and socially challenging

15. They are cognitively and linguistically very poor

16. The learners have problems with spelling

17. The learners have problems with handwriting,

18. They are used to mug up from the guides which are available in the market. Hence they are not aware of learning strategies. The main defect might be the lack of guidance and proper teaching.

19. Since they have no facilities like Newspapers in English, they do not have the habit of reading in second language. In fact they do not have Telugu newspaper to know what is happening around the world.

20. They lack of moral support from the educational institutions.

21. They do not have minimum facilities to read and write, to buy a pen or pencil they have to work in the fields.

91

22. Because of the poverty some of the students are forced to be absent to the school, the reason they might be forced by their parents work in the fields.

23. Students are not habituated to the daily reading studying except at the time of the examinations.

24. It is observed that the learners are good imitators of language2. They use to imitate the phrases and sentences after their teacher.

Learning environment

1. There is no student friendly environment at school?

2. Most of the Lambada learners are below poverty line, so the learners do not have access to extra learning materials like English news papers and other important materials.

3. The learners are obliged to do small chores at home like cleaning the cattle shed, helping their fathers in the fields and other agricultural works.

4. Parents leave their children's academic successes and failures to the teachers or the educational institutions.

5. The learners belonging to the Lambda community are poor at pronunciations, and they have problems with the spelling for many words in the language.

6. They do not have interest to learn the language

7. Neither students nor the teachers interested in teaching English as second language

8. They are not explained about the value of the language how it helps in their future lives.

92

9. They do not know that if they do not have English skills they cannot survive in the world.

10. The teacher has low opinion about the Lambada learners and therefore they ignore the learners coming from the community

11. The teacher does not show interest to teach the language to the Lambada learners.

12. There is discrimination between the students and the teacher.

13. Teacher expects these learners to be on par with English medium students which is beyond the reality.

14. The learner's home environment is not good to learn English language.

15. There is no regular practice or habit of writing.

16. The learners have interest to learn English but there is a lack of teacher-support or encouragement in writing tasks.

17. During training period the learners were able to recognize words individual in context.

18. During training time the learners were motivated to write and they should are readiness to express their ideas about English language.

5.5 Implications of the findings

The findings of this study have important implications for teaching writing to Lambada community learners at the High School of Mahaboob Nagar district.

This study aims to improve the teaching/learning of writing by spelling out the problems and examining ways in which the required result may be achieved. It will give a picture of the

93

problems to the syllabus designers, policy makers and material producers. The finding will help course instructors to get insights into how the teaching of writing could be approached in the classroom.

1) The teachers have to focus on grammar in the writing classroom.

2) to examine the kind of teaching writing activities employed by the teacher, in relation to second language writing.

3) Which methodology is necessary to improve their writing skill to the Lambada learners to develop their cognitive and linguistic skills to operate independently in languages.

4 Lambada learners can be encouraged to put to use the linguistic and cognitive abilities which they have learnt during the acquisition of their mother tongue, in the process of learning a second or a third language.

5) Teachers have to give chance to understand the texts while writing.

6) The process of developing appropriate teaching materials was of central concern in my study.

5.6 Recommendations to teachers

It has been observed that the present system of education is unfamiliar to the Lambada learners in many ways and it is instrumental in their education. Further, the Government's measures for the upliftment of Lambadas are mainly based on concessional provisions through "protective discrimination; but they are temporary in nature, the ultimate aim being to level them up with the mainstream society. Preferential treatment and concessions can hardly produce the desired results unless these are used as means of equipping the tribal with the knowledge and skills which will enable them to compete with non-tribal's counterparts on

94

equal terms. The present study therefore focuses on the education of Lambadas through their own language and culture, creating in them a love for and pride in their culture and equipping them with skills and knowledge which will put them on par with their non-tribal counter parts.

The findings of the present research gave the facts that content and structural words are the basic level to improve their writing skills at the high school level. These words are basic to learn grammar, and develop vocabulary in the learners. But the thing is that, the teacher has to choose different methods to teach grammar to Lambada learners. Additional languages are often introduced around age four, which can be a critical age for learning languages. The teachers have to show enthusiasm about teaching English language to the Lambada community learners. The school also should provide with modern equipment such as computers, tape recorder, television set, graded reading cards, story books and other learning/ teaching materials to motivate teachers and learners.\

5.7 Education through mother tongue

English language teaching through the mother tongue has not been attempted so far for Lambada Community. They are taught English as if it is a second language. An important step in their own is to first teach Telugu and then English because the Lambada language does not have a script on its own.

In ZPH Schools Telugu is taught from the beginning. Their own language pronunciation and Telugu is very different for them. English is a difficult language for the Lambada learners to begin with and difficult to learn through formal schooling. It has been generally accepted that it is advisable to develop the writing skills in their own mother tongue because it is to believe that the skills of one language can easily be transferred to another

95

language. If a student who already knows how to write in one language does not have to struggle much with the problems of reading and writing. But for Lambadas their own language has to be taught first. And it is impossible to teach through the mother tongue because they don't have script to their L1

5.8 To the teachers

Through classroom observation and questionnaire of some of their English lessons, and the response of the English language teachers of ZPHS, it is clear that they have little knowledge about English language. They do not have knowledge about Lambada culture and language Lambadas. So it is necessary to give additional training for them which the existing traditional training programme does not provide. There should be co-operation between English teacher and learners of Lambada community. The teachers have to motivate and encourage the learners to learn English language through their mother tongue. Teach English through their mother tongue or followed easiest methods to teach writing skills.

5.9 To the material producers

We have observed that the existing English text books are based on urban middle class values and create cultural problems for Lambada learners. They are is also instrumental in creating in them a negative attitude to their own language and culture. So while preparing text materials for Lambadas an attempt should be made to reduce the grammatical and vocabulary complexities. While preparing material the following points can be taken in to consideration.

1) The material should have high interesting points for the second language learners.

96

2) Provide different activities to teach second language.

3) Vocabulary, grammar and sentence structure should be carefully graded facilitating efficient learning.

5.10 To the state Government

The state Government with a substantial Lambada population should establish autonomous institutions to undertake research in tribal languages and publish books on Lambada culture and language.

The existing tribal welfare institutes like A P S R W and Ashram schools teachers should be provide training in teaching English. The Government which at present gives special financial help to school and colleges which have a good number of tribal students has to provide minimum facilities to the learners to read and write. They have poor background so they are unable to buy books and teaching aids.

5.11 Suggestions for further research

The present study had in mind the teaching/learning of English to Lambada learners. The study limited itself to a high school in Mahaboob Nagar District. The study could be extended to cover other school with Lambada learners. The attempts of this study could be repeated the study in other Districts of Andhra Pradesh to see the performance of Lambada learners. A study to teach writing through other basic skills such as reading, listening, and speaking can be attempted to see how well Lambada learners learn what they are taught.

97

The present research selected to teach writing skills to Lambada community learners at High School level in Mahaboob Nagar District. Further studies should be informative in terms of syllabus, teaching material, at the high school level. So that the transition from one to another takes place with minimal discomfort to learners.

The following are the suggestion for further research:

1) From our data it has indicated that the teachers have to modify the methods of teaching second language writing to Lambada learners. Further it might be interesting to study teachers' awareness about teaching English to teach the Lambada learners.

2) The teaching/learning situation in the other APSRW schools in Andhra Pradesh is totally different from this Government high school. So it might be useful to research in these schools also, or compare them with others Government high Schools.

3) Provide easiest methods to teach writing to Lambada learners.

4) Give more information about English to they come forward to learn.

5) Give more practice to improve their reading and writing skills in their academic purposes.

6) Vocabulary should be given importance while learning a L2 or Foreign language because of the fact that all languages are built on the use of words.

98

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Questionnaire

Questionnaire

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107

English and Foreign Language University, Hyderabad

Questionnaire

This questionnaire is to know the knowledge of Lambada Community Learners to improve their writing skill. Please give the correct answers to the questions which are given below.

1. What is your name.......................

2. In whish school your studying.....................

3. Medium....................................

4. What is your mother tongue.......................

   Lambadi (   ) Telugu (   ) Hindi (   )

5. Are interest to learn English   Yes/ No

6. Which language skills difficult for you?

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

7. What is mothers' education?

8. What is your father education?

9. Are they employee Yes/ No

10. Would you like to write? Which kind of writing?

11. Do you like your English teacher? Yes/ No

12. How he/ she teaches the English Good/ Bad

13. Are you given practice in writing in the classroom? Yes/ No

Pre-Test Scripts

M. PANDU Naik   no: 49   8th CLASS

Date 9/7/3/20

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3) the claiPth vass
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9) faRA kajxfi
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13) Fe APto Dd
14) tig kat
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- వరుస వారసు, వరుస: 8వ తరగతి

, Z.P.H.S వరుస

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10) The lehamt
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name: N. Raju najk class: 8th class Roll No: 56
School: 2.P.H.S High school. Date: 7-02-09

Test

Pro-ject

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The elephatnt's gray

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His ~~canidae~~ too

kindly

His is crees the chedvan.

Round in the 200

Pandu Naik

1 *T :* Why do we go to the post office ?

P : we go to the post office?
to buystos cse tre me youe

2. *T :* Why do you go to the cinema ?

P : wegour the tone dore Posimonoan you
tqaw m ohg tola
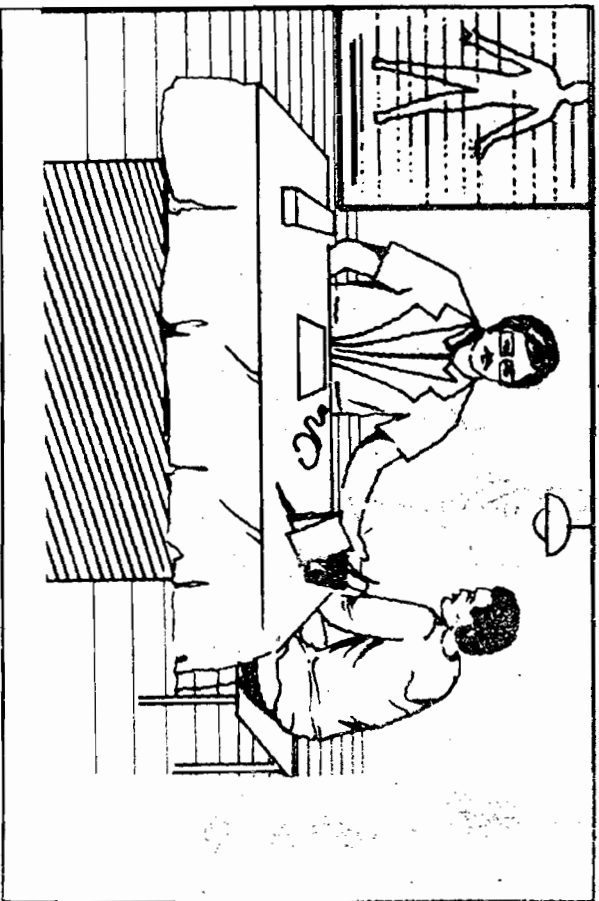
3. *T :* Why do we go to the bank ?

P : _____

4. T : Why do you go to the Railway Station ?

P : you go to the

5. T : Why do we go to the hospital ?

P : _____
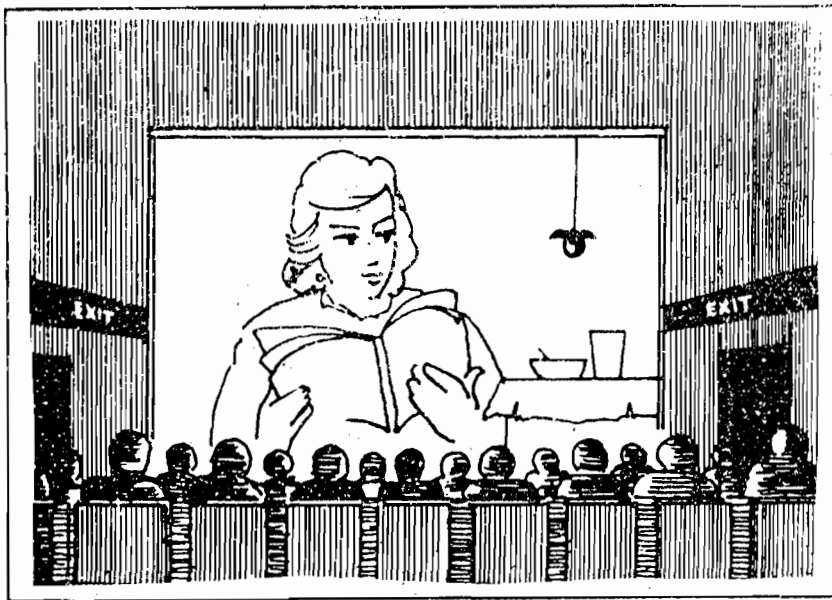
Rajendorn Naik

1 T : Why do we go to the post office ?
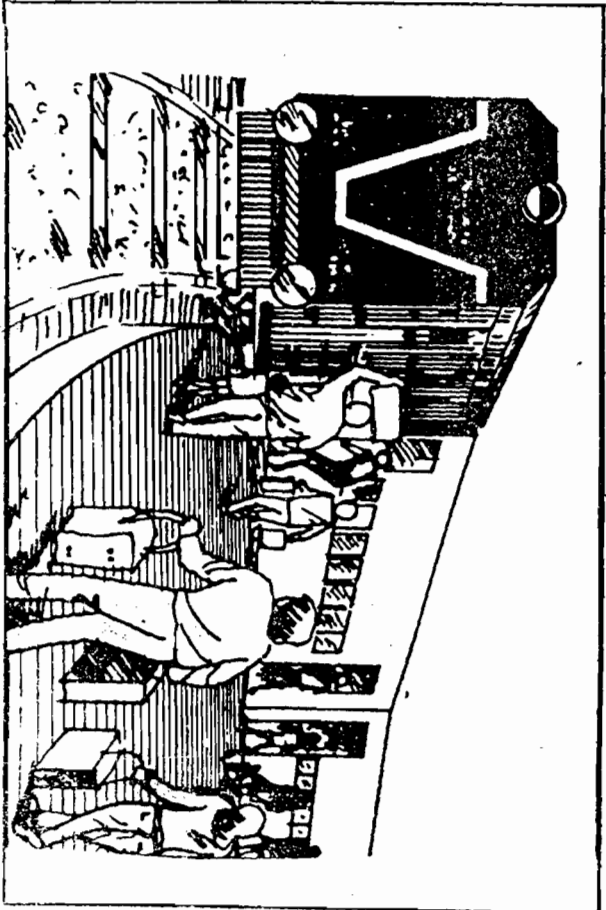
P : _we go to the post office?_
to buystos cse tie m d yodel

2. T : Why do you go to the cinema ?

P : _wegaue the tone dote Posimonoan You_
tgaus an ohg tola

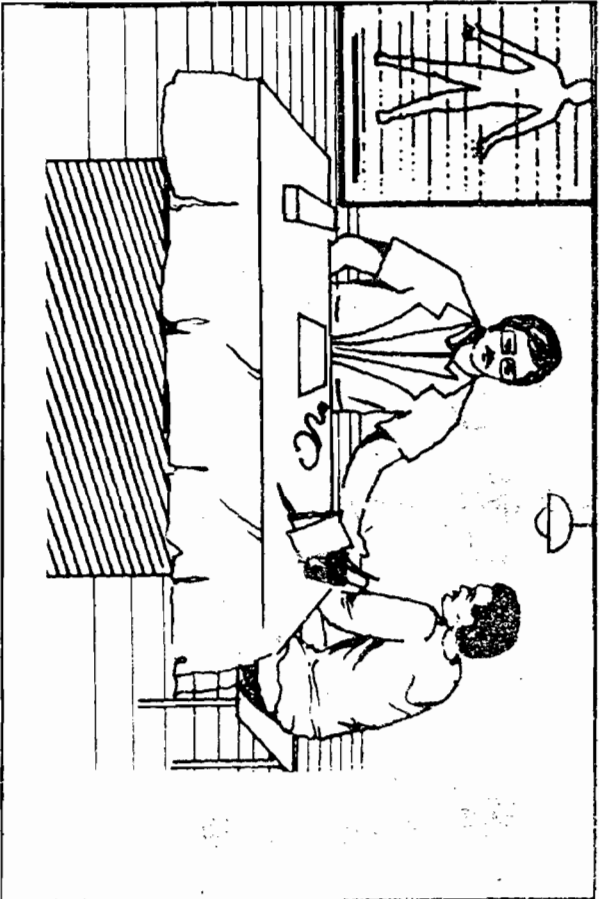3. T : Why do we go to the bank ?

P : _____
_____

12

4. *T*: Why do you go to the Railway Station?
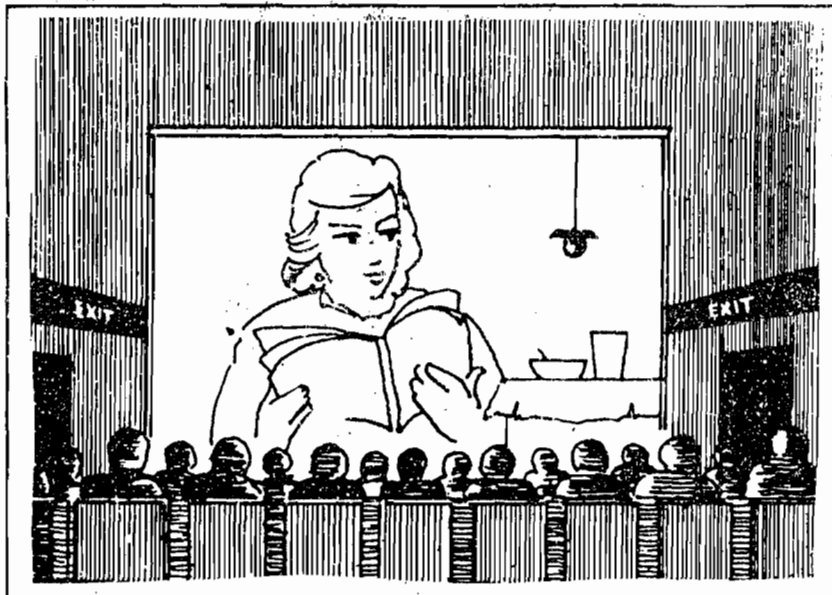
P: _____

5. *T*: Why do we go to the hospital?

P: we goto the hospital to take m

Raju Naik

1 T : Why do we go to the post office ?

P: we gobe posoff icoba
Iuyrads tose bolmagen ogdo

2. T : Why do you go to the cinema ?

P: wegoto thebone tode posim mdm yew
tgow mohy toka somce htteme.

3. T : Why do we go to the bank ?

P: wego tothe bokom topt
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tom alomy

12

4. *T :* Why do you go to the Railway Station ?

P : I goto to Railway station to bog al chub.
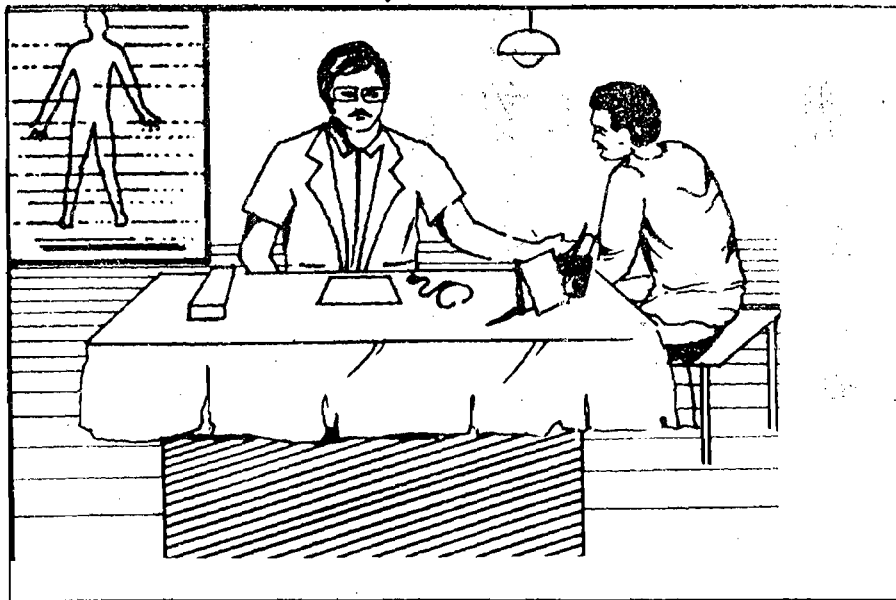
5. *T :* Why do we go to the hospital ?

P : we goto hosphitol talled monis cur ccmold the of doctos at30 to

Post-Test Scripts

NAME : M. PANDU
CLASS : 8th
ROLL NO: 49

Pick out the Nouns in the following:

1. The <u>book</u> is on the <u>desk.</u>
   P

2. The <u>bench</u> is near to the <u>wall.</u>

3. The <u>boys</u> are sitting on the <u>floor.</u>

4. The <u>bird</u> has two <u>wings.</u>

5. The <u>man</u> has a <u>cap</u> on his <u>head.</u>

6. The <u>child</u> has two <u>hands.</u>

7. The <u>lamb</u> is eating <u>grass.</u>

8. <u>Asoka</u> is a <u>kind man.</u>

9. The <u>duster</u> is on the <u>table.</u>

10. <u>Ravi</u> is witching <u>movie.</u>

NAME : N. Rajendar Naik ,రాజేందర్ నాయక్

CLASS : 8th

ROLL NO: 81

Pick out the Nouns in the following:

1. The book is on the desk.

2. The bench is near to the wall.

3. The boys are sitting on the floor.

4. The bird has two wings.

5. The man has a cap on his head.

6. The child has two hands.

7. The lamb is eating grass.

8. Asoka is a kind man.

9. The duster is on the table.

10. Ravi is witching movie.

NAME : N. Rajy najk

CLASS : 8 ౪ duss

ROLL NO: 56

Pick out the Nouns in the following:

1. The book is on the desk.

2. The bench is near to the wall.

3. The boys are sitting on the floor.

4. The bird has two wings.

5. The man has a cap on his head.

6. The child has two hands.

7. The lamb is eating grass.

8. Asoka is a kind man.

9. The duster is on the table.

10. Ravi is witching movie.

NAME : M. Pandu Naik.

ROLL NO: 50

CLASS : 8 class.

Pick out the verbs in the following:
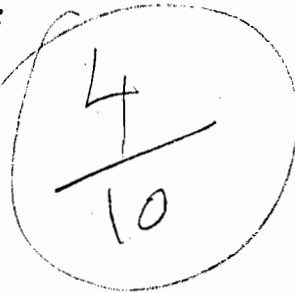
4 / 10

1. I <u>see</u> a ball.
   v

2. The <u>boy</u> runs.
   v

3. The <u>sky</u> is blue.
   v

4. Ravi <u>goes</u> to the school.

5. Padma is <u>writing</u> her notes.

6. The boys <u>come</u>.
   v

7. She <u>has</u> a pen.
   v

8. Where <u>are</u> your books?
   v

9. Why girl <u>shuts</u> the door.
   v

10. The <u>dogs</u> bark.
    v

NAME : N. Rajc Ω & . Naik.

ROLL NO: 8|

CLASS : 8Th

Pick out the verbs in the following:

1. I <u>see</u> a ball.

2. The boy <u>runs</u>.

3. The sky <u>is</u> blue.

4. Ravi <u>goes</u> to the school.

5. Padma <u>is</u> <u>writing</u> her notes.

6. The boys <u>come</u>.

7. She <u>has</u> a pen.

8. Where <u>are</u> your books?

9. Why girl <u>shuts</u> the door.

10. The dogs <u>bark</u>.

NAME : N. Raju rajk S/. Neeliya rajk

ROLL NO: 8 56

CLASS : 8ᵗʰ class

Pick out the verbs in the following:

1. I <u>see</u> a ball.

2. The boy <u>runs</u>.

3. The <u>sky is</u> blue.

4. Ravi <u>goes</u> to the school.

5. Padma is <u>writing</u> her notes.
   A·V.   mv

6. The boys <u>come</u>.

7. She <u>has</u> a pen.

8. Where <u>are</u> your books?

9. Why girl <u>shuts</u> the door.

10. The <u>dogs bark</u>.

NAME : N. Raju najk s/ Neeliya najk

ROLL NO: 8 56

CLASS : 8th class

Pick out the verbs in the following:

1. I <u>see</u> a ball.

2. The boy <u>runs</u>.

3. The <u>sky</u> <u>is</u> blue.

4. Ravi <u>goes</u> to the school.

5. Padma <u>is</u> <u>writing</u> her notes.
     A.V.   m.V

6. The boys <u>come</u>.

7. She <u>has</u> a pen.

8. Where <u>are</u> your books?

9. Why girl <u>shuts</u> the door.

10. The <u>dogs</u> <u>bark</u>.

NAME : N. Raje Bang. Naik.

ROLL NO: 81

CLASS : 8Th

Pick out the verbs in the following:

1. I see a ball.

2. The boy runs.

3. The sky is blue.

4. Ravi goes to the school.

5. Padma is writing her notes.

6. The boys come.

7. She has a pen.

8. Where are your books?

9. Why girl shuts the door.

10. The dogs bark.

NAME : M. PaNDu NaiK

ROLL NO: 49

CLASS : 8th

Pick out the Adjectives in the following:

1. Rama has a nice pen.

2. The boy wears a dark coat. ✗

3. The mangoes are big costly, ripe

4. The elephant is a big animal.

5. His cap is black.

6. She has two hands.

7. The night is winter.

8. It is a costly house.

Answers: 1.costly 2.winter 3.ripe 4.black 5.nice 6.two 7.dark 8.big.

NAME : N. Rajendar rai Naik.

ROLL NO: 81

CLASS : 8th

*Pick out the **Adjectives** in the following:*

1. Rama has a ~~nice~~ pen.

2. The boy wears a ~~costly~~ bandvik.

3. The mangoes are -- ~~big costly~~ ripe.

4. The elephant is a---big---------animal.

5. His cap is black.

6. She has-----two------- hands.

7. The night is-- ~~nice~~ winter

8. It is a --costly---house.

Answers: 1.costly 2.winter 3.ripe 4.black 5.nice 6.two 7.dark 8.big.

NAME : N. Raju NAIK S/. Neeliya najic

ROLL NO: 51

CLASS : 8S class

Pick out the Adjectives in the following:

1. Rama has a ------nice------pen.

2. The boy wears a ---dark---oat.

3. The mangoes are ---costly---. ripe

4. The elephant is a-----big-------animal.

5. His cap is ---black---

6. She has----------two------- hands.

7. The night is----------winter--

8. It is a ---costly---house.

Answers: 1.costly 2.winter 3.ripe 4.black 5.nice 6.two 7.dark 8.big.

Name: M. PANDU Naik

Class: 8th

Roll No: 49

Find out adverbs in the given below

1. He sat down quickly. ✓

2. You sat there. ✓

3. He is sleeping now. ✗

4. The horse runs fast. ✓

5. The girl sings sweetly ✓

6. The boy writes well. ✗

7. He is coming here today. ✗

8. Raja writes quickly. ✗

9. Sony always tells lie. ✗

10. Hari went away to his house ✗

Name: M. PANDU Naik

Class: 8th

Roll No: 49

Find out adverbs in the given below

1. He sat down <u>quickly</u>. ✓

2. You sat <u>there</u> ✓

3. He is <u>sleeping</u> now. ✗

4. The horse runs <u>fast</u> ✓

5. The girl sings <u>sweetly</u> ✓

6. The boy <u>writes</u> well. ✗

7. He is <u>coming</u> here <u>today</u> ✗

8. Raja writes <u>quickly</u>. ✗

9. Sony always <u>tells</u> lie. ✗

10. Hari went <u>away</u> to his house ✓

NAME : N. Raju NAIK S/. Neeliya rajic

ROLL NO: ⊗ 51

CLASS : 8ⁿ class

Pick out the Adjectives in the following:

1. Rama has a nice pen.

2. The boy wears a dark coat.

3. The mangoes are costly, ripe.

4. The elephant is a big animal.

5. His cap is black.

6. She has two hands.

7. The night is winter.

8. It is a costly house.

Answers: 1.costly 2.winter 3.ripe 4.black 5.nice 6.two 7.dark 8.big.

Name: N Rajeswar Naik

Class: 7th

Roll No: 81

Find out adverbs in the given below

1. He sat down <u>quickly</u>. ✓

2. You sat <u>there</u>. ✓

3. He is sleeping <u>now</u>. ✗

4. The horse runs <u>fast</u>. ✓

5. The girl sings <u>sweetly</u>. ✓

6. The boy <u>writes</u> well. ✗

7. He is coming here <u>today</u>. ✗

8. Raja <u>writes quickly</u>. ✗

9. Sony <u>always tells</u> lie. ✗

10. Hari went <u>away</u> to his house ✓

Name: N. Raja rajk

Class: 8th class

Roll No: 31

Find out adverbs in the given below

1. He sat down <u>quickly</u>.

2. You sat <u>there</u>.

3. He is <u>sleeping now</u>.

4. The horse runs <u>fast</u>.

5. The girl sings <u>sweetly</u>.

6. The boy <u>writes</u> well.

7. He is <u>coming</u> here <u>today</u>.

8. Raja <u>writes quickly</u>.

9. Sony always <u>tells lie</u>.

10. Hari went <u>away to</u> his house

Name: N. Rajkumar. Naik.

Class: 7th

Roll No: 81

Find out adverbs in the given below

1. He sat down <u>quickly</u>. ✓

2. You sat <u>there</u>. ✓

3. He is sleeping <u>now</u>. ✗

4. The horse runs <u>fast</u>. ✓

5. The girl sings <u>sweetly</u>. ✓

6. The boy <u>writes</u> well. ✗

7. He is coming here <u>today</u>. ✗

8. Raja <u>writes</u> quickly. ✗

9. Sony <u>always</u> tells lie. ✗

10. Hari went <u>away to his</u> house ✗ ✓