WRITING DIFFICULTIES IN ENGLISH AMONG SECONDARY SCHOOL STUDENTS OF WAYANAD DISTRICT

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DECLARATION

I, SWAPNA T.J., do hereby declare that this dissertation **WRIITING DIFFICULTIES IN ENGLISH AMONG SECONDARY SCHOOL STUDENTS OF WAYANAD DISTRICT** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, Mrs. Rajitha K.V, do here by certify that the dissertation entitled,
**WRITING   DIFFICULTIES   IN ENGLISH   AMONG   SECONDARY
SCHOOL STUDENTS   OF WAYANAD DISTRICT**, is a record of bonafide
study and research   carried out   by **SWAPNA T.J**.,   of M.Ed   programme
(2018-2020), under my supervision and guidance, and has not been submitted by
her for the award   of any Degree, Diploma, Title or Recognition before.

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Education imparting knowledge, skills and experience to the young ones by the adults or more experienced individuals. Since the dawn of civilization, education is believed to be responsible for the cultivation of a civilized society. Imparting education to the citizen enables the development of a responsible and thoughtful society. Education has always played a key role in society's progress and it aims the all-round development of the personality of the individual. Without education, it is impossible to achieve any advancement and prosperity to both individual and society.

Education is the process of gaining knowledge, inculcating forms of proper conduct, imbibing moral and ethical values and the development of skills along with individuals physical, mental, spiritual and social development which in turns, helps in the creation of a healthy and prosperous society that bears a deep understanding of principles and the philosophy of life. Practically, Education is an important human activity because it is essential for spiritual, professional growth of people of a country and for economic development as well. To educate or in the process of education, three interwoven elements are involved –Educator (teacher), Educed (student), and Content (subject-matter). Out of these, the teachers are in the most privileged position. They stand in the interface of transmission of knowledge, skills and values that responsible for acculturating the role of education.

The aim of education is to create a cultured and civilized citizen, because it is essential for the development of both individual society and country. It is a known

fact that, education will never be complete and never be achieved its purpose without its facilitators, the teachers. 'Teachers are the Architect of the future' is not a mere figurative expression but a truthful statement as the role of teachers in any education system is of vital importance. There have been always debates and controversies regarding the system of education that is provided to the students. The ultimate purpose of education is to ensure that students are well prepared and are well developed. This can be easily attained when educational system is designed to provide values and ideas to the students. Students must be taught that education is not only concerned with getting high scores in competitive examinations and getting admission to reputable colleges. The supreme aim of education is the total development   of an individual. In this view education is concerned with building students characters and preparing for their future life. Main aim of education from the perspective of the state is to inculcate the national values in children i.e., democracy, secularism and socialism.

Education shall be not only about gaining more knowledge and information but rather about understanding better the meaning of life. It shall produce not only excellent professionals and workers, but also individuals free of fears and hate, hence able to give and receive love. What the use of education if it becomes a weapon to destroy the children's entire life. Education is the most powerful weapon which can change the world. Education is that continuous and purposeful social process by which the innate powers of man are developed, his knowledge and skill are enhanced and behaviour is changed. The aim of education is to create a cultured

and civilized citizen, because it is essential for the development of both individual and society.

WHO defines secondary students both in terms of age (10-19) and in terms of a phase of life marked by special attributes include rapid physical, psychological, cognitive and behavioural changes and developments including urge to experiments attainment of sexual maturity development of adult identity and transition from socio-economic dependence to relative independence. Secondary students are that period of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically. In this stage the important development is language and affirmative spelling awareness.

Language is the most precious gift of man. It is a part of the culture of the people and the chief means by which the members of society communicate. The functioning of social structure and the transmission of culture from one generation to the next depend largely on language. Language is code evolved by social convention and tradition. The acquisition of the language of one's culture is an important factor in socialization. This implies the language and human culture are intimately related and the one is indispensable to the other. Language is an extremely complex and highly versatile code that is used to communicate our thoughts, desires and experiences to other persons. Language is not only a medium of communication but also a culture transmission. Language is code evolved by social convention and tradition.

The use of the word 'Language' is so sovereign that any attempt at definition may pose some problem. "Language is purely human and non-instinctive method of

communicating ideas, emotions and desires by means of system of voluntarily produced by the so called organs of speech". (Sapir, 194produced by the so called organs of speech". (Sapir, 194produced by the so called organs of speech". (Sapir, 194produced by the so called organs of speech". (Sapir, 194produced by the so called organs of speech". (Sapir, 1949). Language is not a natural phenomenon: it is a creation of man's needs. Hence society depends on language; it depends on air, water and earth for its own existence. We also use other devices such as gestures, sign, drawing, sculptures etc. however these are not affable enough to replace language.

Language is most important in the child's development. Language is purely human and non-instinctive method of communicative ideas, emotions and desires by means of system of voluntarily produced symbols. These symbols are in the first instance auditory and they are produced by the so called organs of speech.

Language is the expression of human personality. In words, whether written or spoken. It is the Universal medium alike for conveying the common facts and feelings of everyday life and the philosophers searching after truth, and all that lies between. The language that opens window to the world and lingua-franca in every field.

English is a global language, knowledge of which is indispensable in the development of individual as well as country. In a globalised and interconnected world, importance of English cannot be underestimated. In many countries and markets, knowing English opens opportunities of employment. An entry to global workforce necessitates a communicative competence in English. English is the

communicative medium in fields such as Science and Aviation. It is one among the most spoken languages in the world and official language in a large number of countries. Enjoying world classics, best films and other entertainments also need the knowledge on English. In the modern world of technology a person who lacks proficiency in English will face many hindrances in exploiting the endless resources of technology. English has proved itself, as a torch-bearing to the nations of the third world. It is contemplated as the means of ascending knowledge. In Young India (1921) Gandhiji has highlighted 'English as the language of International Commerce, language of diplomacy, the key to rich literary treasure and an introduction to Western thought and culture. It is the language oftrade,science,technology,communication,media,library,profession,medicine,agriculture,engineering,tourism,higher education and research. In the present era of globalization English language works as a link language'.

In India," English is considered as a foreign language. English as a foreign language means precisely that English is a foreign language, not used for any national purpose, but used for international purpose."(Harrison,1973). According to Broughton, Brumfit, Pincas and Wilde(2002)"English language is taught in schools, often widely, but it does not play an essential role in national or social life."

Formal education of English was introduced in India by British rulers in order to prepare clerks for the smooth running of the government and also to act as intermediaries between the British and the Indians. Education act by Macaulay (1835) paved the way for education through English medium in India. But teaching of English got a systematic approach by Woods Despatch in 1854.

After the independence of India regarding the medium of instruction, there was a dilemma on which language to be used as medium of instruction. Hindi is considered as national language and due importance was given to English nationwide. Many commissions and committees were appointed to study the conditions of education after independence. The University Education Commission(1948)headed by Dr. S. Radhakrishnan recommended that "English be studied in high schools and Universities in order that we may keep in touch with the living stream of ever growing knowledge."Education Commission(1964)considered the diversity of Indian context and recommended three-language formulae:

1.   The mother tongue.

2.   The official language.

3.   The foreign language.

The commissions and agencies like state Recognization commission, Secondary Education Commission,The Central advisory Board of Education, Inter University Board and Official Language Commission etc….highlighted the important role of English in Indian Education(1986)National Curriculum Framework(2005)and National knowledge Commission(2009)related the significance of English language in school education. According to Kerala Curriculum Framework (2007)language learning should be based on experiences of the child in school education at primary level. They recommended three language formule from fifth to tenth standard and more language combinations at higher secondary level.

Even though commissions and policies encouraged learning of English Language, and provisions are made for the same, the performance of students in English may be due to various factors including biological, Psychological and cognitive abilities, learner's previous knowledge and opportunity for learning etc…(Latu,1994).Some other factors are related to teacher, method of teaching and curriculum. In certain cases, students are reluctant in learning English because of fear of grammar (Balamurugan&Rajarajeswari,2013).But grammar is the structure of any language and hence plays a vital role in learning and use of that language. In English also grammar is substantive.

The four skills of language (also known as the four skills of language learning)are a set of capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading and Writing.

Listening:-Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effective, messages are easily misunderstood. Good listening skills also have benefits in our personal lives.

Speaking:-Speaking skills are the skills that gives us the ability to communicate effectively. These skills allows the speaker, to convey his message in a passionate, thoughtful and convincing manner.

Reading:-Reading is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

Writing:-Writing skill is an important part of communication.

In later school years, writing skill becomes a proof of student's ability to communicate. Naturally, writing skill is an important aspect in the school curriculum. Writing is both skill as well as means of self-expression. The complex process of writing integrates visual, motor and conceptual abilities, and a major medium through which children demonstrate their knowledge in academic subjects.

It has been remarked that writing is the most difficult of the language abilities to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together on certain rules. It is a productive skill which involves manipulating, Structuring and communicating. This can be further looked at in terms of sub-skills of written. Writing involves the use of a few structures which we may not normally use while speaking. Writing, transmitting thoughts on paper is a very important skill particularly during school years. When man's attention is turning increasingly towards analyzing his culture, it is natural that he should attempt to examine in detail the mean of communication, which is essential to his society. Language like society is constantly evolving and is subjected to growth and change in much the same way as living organism.

This study has been done to analyze the writing difficulties of secondary school students, as well as to know some of the errors, these students usually make and the reason why they have this kind of problems when writing English.

English language education is crucial area in which researches are reported on performance in English, skill development, curriculum, vocabulary, anxiety, learning style, learning difficulties and so on.

(Hemamalini,2010;Khan&Kumari,2010;Bala&Bamba,2011;Meera&Nair,2011;Priyanka&Ramakrishnan,2013;Goswami&Subrahmanyam,2014;Mosha,2014;James&Vasanthi,2016).

In terms of teaching and learning, all four of the English language skills namely listening, speaking, reading and writing are practiced and taught. However in most English classes, writing is considered to the most difficult skill to acquire. In accordance with natural order hypotheses of language learning, writing comes at the end of the learning process. Regarding second or foreign language acquisition, the skills of listening, speaking and reading are naturally acquired before the writing, the last skill to be acquired. For foreign language learners , it is more difficult to learn to write in English because of the differences in terms of linguistic features, rhetorical patterns, writing styles, and other cultural factors.

In spite of these difficulties, students at all educational levels need to improve their writing because it is one of the most useful and effective tools in global communication. Writing is an essential aspect of thinking and learning at the academic or tertiary level. In addition, writing is a means of communication that enables individuals to share ideas, defend opinions, and express emotions (White&Arndt,1991). Furthermore, writing is an important tool that allows students to learn more effectively, and to increase their understanding of what they have been taught.

It is clear that writing is a crucial academic skill which students need to develop in order to succeed in their future careers (Boonpattanaporn,2008). In other words, writing can be considered the most important skill for English as a Second or Foreign Language (ESL/EFL) Students to acquire and develop. Therefore, it is necessary for writing, teachers to put more effort into helping students due to the fact that writing is both a crucial skill and a difficult one to acquire. The mastery of writing skills is particularly important in the ESL/EFL context . However, Writing is often problematic, particularly for ESL/EFL Students and teachers, in terms of both producing and assisting struggling students with their written work.

Need and Significance

Writing is one of the basic skills which one acquires in the formative years . Firstly, the writing has been defined by the Oxford dictionary as the activity or skill of marking coherent words on paper and composing text .Writing is the vital means of communication within an organization. In fact, a survey goes on to say that almost 30% of our work is accomplished through written communication. Therefore, the skills to truthful writing are essential for achieving career and business goals. Apart from the workplace, writing is essential in many other areas as well. Unfortunately, today these skills are being neglected .If one wants to achieve his or her goals, the art of superior writing is imperative .There are a variety of methods to enhance and hone your ability to write well. A little effort will go a long way in achieving your goals. This is what sets you apart from your peers .We take a look at some instances where the art of writing is an important asset .Writing is a geographical representation of speech . According to Bell, "Writing is a tool used to

enable us to express what is in our mind." It means of preserving the knowledge which the pupil has gained or the judgments he has formed .It serves as a check on his forgetting useful items of knowledge and ideas. The habit of making notes of what is read and of summarizing helps the recollection of what has been studied"(S. S .M. Gaudar). Francis Bacon complimented 'writing' Who he said his of quoted words "Reading makes a full man,conference a ready man and writing an exact man."It is perhaps the most important linguistic skill that helps preserve the culture, philosophy , literature and story of man in a graphical form.

English language plays a vital role in producing and promoting changes and accepting new programmes. But today English in our schools is in a chaotic state. English teaching needs through analysis in order to revitalize it .Teaching of English in the 20th Century was characterized by frequent changes and innovations to some extent, giving us hope, and by the development of completing language teaching ideologies. All the Indian languages have freely borrowed words from English and coined words and phrases on English models to enrich their vocabulary .The influence of world literature on the vernacular literature of India is also directly attributed to the popularity of English literature of India.

As recommended by the official language commission, English is to be taught in our schools primarily as a language of comprehension. The objectives of teaching English at the school stage may therefore be summed up as developing the following skills and knowledge in the pupils. To understand English with ease when spoken a normal conversational speed. To speak English correctly and fluently and to read English with comprehension at a reasonable speed so as to use it as library

language for gathering information and for enjoying reading .As students learn how to write ,many of them feel dissatisfied with what they have written to the point where they just give up or turn in an assignment that is poorly done   due to insufficient effort .The writing will helpful for students to frame sentences, fill in the blanks, translation from the mother –tongue to English and vice versa; Essay writing ;letter and application writing .The student should enable to the correct use of words and sentence patterns, as well as the use of punctuations and compositions.

Statement of the Problem

The present study is entitled as, "**WRITING DIFFICULTIES IN ENGLISH AMONG SECONDARY SCHOOL STUDENTS OF WAYANAD DISTRICT**."

Definitions of Key Terms

For the purpose of clarity and simplicity the investigator has defined the technical terms   in the title of the study.

1.   Writing difficulties in English

This means that when the students first write something dow , they have already been thinking about what they are going to say and how they are going to say it. The student's difficulties in writing English can be influenced by lack of many vocabularies, and grammar, lack of written exercises and ideas. According to Nunan that," Writing is an extremely complex , cognitive skill for everyone because in this activity the writer has to show control of some variables simultaneously."

2.   Secondary school students

Secondary schools include the third stage of school education in Kerala. It consists of 8,9,10 classes. In the present study, students refer to students studying in standard 8th of secondary schools.

Variable

The only variable that is measured and analyzed in the study is writing difficulties in English.

Objectives

*   To identify the writing difficulties in English among secondary school students of Wayanad district for the components

1.   Spelling.

2.   Vocabulary.

3.   Punctuation.

*   To suggest possible remedies to remove the difficulties in English among secondary school students of Wayanad district

Methodology

In the present study the investigator has adopted the survey method to analyze the objectives of the study

Sample

For the present study the investigator collected data from a sample of 600 secondary school students of Wayanad district

Tool

The tool used for conducting the study was 'A diagnostic test on writing difficulties in English'

Statistical Technique used

The collected data was analyzed by using percentage analysis.

Scope and Limitations of the Study

The present is conducted to identify the writing difficulties in English among secondary school students. The study was conducted on a sample of 600 students studying in standard 8th of secondary schools in Wayanad district.

Even though much precaution was taken to make the study as accurate as possible, there are some limitations too. Some of them are,

1. The sample selected for the study was confined to one district only.

2. The sample consists of only 600 students studying at standard 8th of secondary schools in Wayanad district.

Organization of the Report

The report of the study is organized in the following five chapters

Chapter 1 – This chapter deals with a brief introduction, need and significance of the study, statement of the problem, definition of key terms, variable, objectives, methodology and scope and limitations of the study

Chapter 2 – This chapter presents the review of related literature

Chapter 3 - Methodology of the study described in detail consisting of the sample, tool used, data collection procedure, scoring and statistical technique used for analysis.

Chapter 4 – This chapter deals with the statistical analysis of data and discussion of results

Chapter 5 – It presents the summary of the study, major findings, implications of the study, possible suggestions to remove the difficulties in writing English and suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

❖ **Studies on Language Errors**

❖ **Conclusion**

REVIEW OF RELATED LITERATURE

Review of related literature is an important aspect of any investigation. According to Moult 'the survey of related literature is a crucial aspect of planning of the study and the time spent in such a survey in variably is a wise investment."A proper study of related literature should enable the investigator to locate and go deep into the problem practically. A careful review of the researchers how reported in Journals, books, dissertation, internet and other sources of information related to the problem to be investigated is one of the important steps in the planning of any research study. It is a variable guide in defining the problem recognizing tits significance, suggesting appropriate study design and source of data.

The purpose of the review of literature is analyzed by Good *(1954) as follows.

* To show the evidently clearly available solve the problem adequately without further investigation and further investigation and thus to avoid the risk of duplicating.

* To provide ideas, theories, explanations or hypotheses valuable in formulating the problem.

* To suggest methods of research appropriate to the problem.

* To locate comparative date useful in the interpretation of the results.

* To contribute to the general scholarship of the investigator.

Knowledge is vast and researcher can go only through some related studies in limited time. When a researcher goes through the previous researcher and relevant literature, the researcher becomes familiar with the limited time available in order to make the study relevant and worthwhile. Journals, books and previous works were reviewed.

Studies on Language Errors

Philip (1980) conducted a study on "Types of errors committed by secondary school students with reference to certain selected structures in English". This study revealed that there is significant relationship between sex of the pupils and magnitude of errors committed in the case of majority of structures. It was observed that there is no significant relationship between location of schools and magnitude of errors and type of management and magnitude of errors.

Leela Devi Amma (1984)conducted a study of "The errors committed by secondary school pupils in written Hindi with reference to certain selected structures". The main objectives of the study were a) to identify the errors committed by students of standard 9th in 18 structures included in the study with respect to the total sample and relevant sub samples. b) to arrange the structures in the order with respect to the incidents of errors and to classify them into different categories on the basis of level of incidence. c) to compare the incidence of errors among the relevant sub samples. The main findings of the study were: Incidence of errors was found with respect to all structures taken under the study. Maximum percentage of incidence of errors was observed with respect to the structure voice (87.77).The minimum errors were seen in the case of spelling (24.79%).In case of

the total sample, out of 18 structures selected, only one structure falls under the category of extreme seriousness .Five structures fall under the category of average seriousness. Majority of the structures come under the category not negligible seriousness. It was found that the urban and rural groups differ in the incidence of errors. It was found that the boys and girls differ in the incidence of errors.

Nes (1984) studied about writing errors by adults and by children. He defines writing errors as occasional deviations from a person's normal hand writing and as differing from spelling mistakes. The deviations are systematic in nature to a certain degree and can there for be quantitatively classified in accordance with (1) type and (2) location in word writing errors can be either collected from spontaneous handwriting or dictation or elicited by having students write specific test. Because of their systematic nature writing errors provided a means of studying the programming or writing in central nervous system. Using writing in central nervous system . Using 210 errors from 14 adults, 286 dictations from 3rd ,4th,$5^{th}$and 6th grades and 30 dictations from children receiving remedial teaching for writing problems. Analysis showed that 40% of the spontaneous writing errors also occurred among children where they had writing problems, the errors were relatively numerous.

Ramani V.N. (1987) conducted a study "A diagnostic study of errors committed by the university entrance in written Hindi with reference to certain structures and transaction" .The test was administrated to a sample of 350 university entrance selected by the proportionate stratified random sampling technique. The objective of this study is: To identify the percentage of errors committed by the

university entrance in the selected and translation in Hindi for the total sample and the relevant sub samples. The major finding is seen that all sample (gender, locale) made maximum errors in transaction. Almost all students committed minimum errors in the structure imperative. Except in one or two structures, percentage of errors is found to be in between 20 and 50 for the remaining structures.

Supriya (1988) describes in her study on analysis of errors in the written English of secondary pupils. The main objectives of the study were (1) to find out the percentage, rank them for the total sample and subsamples and to compare the percentage of errors (2) to identify the most difficult item in each subsample and to estimate the association between the difficulty and the nature of subsamples. And her major findings were the 'question tag' was found to be the most difficult item. Locale and medium of instructions were associated with committing errors.

Devaki (1989) conducted a study on errors in written Sanskrit of secondary school pupils. The study was conducted on 295 students of 9th standard from 15 schools of Kozhikode and Malappuram districts. The major findings of the study were the conjunction is the most difficult area, the percentage incidence of errors are high in all areas according to the total sample and all the subsamples. Generally boys from government schools and rural area secondary school pupils.The study were conducted on 295 students of 9th standard from 15 schools of Kozhikode and Malappuram districts. The major findings of the study were the conjunction is the most difficult areas were having very high percentage in errors. When compared the 14 subsamples only four showed significant difference in the percentage incidence of errors.

Vasudevan Nair K.N.(1989) conducted a study of "A diagnostic study of the errors committed by the upper primary students in written Hindi". The present study comes under the comparative survey method. The investigator tries to compare the significance of errors committed by upper primary students in written Hindi with regard to some selected scripts, structures and transaction. It was decided to select the eighth standard students for the study. The test was administrated to a sample of 520 students selected by the proportionate stratified random sampling technique giving representation to sex of the pupil, locale, management and efficiency level of the schools. Objectives of the study is: To identify the percentage of errors committed by the upper primary students in the selected scripts, structures and transaction in written Hindi for the total sample and relevant sub samples. The major finding is: The percentage of errors for boys ranges very high to the level of girls range.

Sethumadhavan (1993) analyzed the errors committed by 9th standard pupils in written Malayalam. The objectives of the study were to identify the percentage of errors, arrange the select scripts, vocabulary, structure, grammar etc… with respect to the incidents of errors, and compare the incidence errors. It was found that the 'Sandhi- sanskrit' is to be the most difficult item. And in the case of boys and girls there is significant difference in incidence errors were found.

Mohammed Sareef. K.(1996) conducted a study of Diagnostic study of the errors committed by standard 7th students in written Malayalam. The study was conducted on a sample of 600 students selected by the proportionate stratified random sampling technique giving representation to sex of the pupils, locale and

management category of schools. The objective of the present study: To study the difference in percentage of errors in written Malayalam of standard 7th pupils for the relevant subsample formed on the basis of sex, locale and management categories of schools. Diagnostic test is used for the study. The errors committed were estimated using the relevant statistical technique as per the objectives. The important findings of the study are: The percentage levels of incidence in committing errors in all categories of items by Boys are found to be greater than Girls.2) The groups of subsample formed on the basis of sex, locale and management category of schools, do not make significant difference in committing errors in written Malayalam except in between boys and girls and government boys and government girls.

Jamaluddeen, K. (2000) conducted a study of diagnostic study of the errors in the usage of tenses in English committed by the secondary school students. A sample of 588 subjects were initially selected from the government, aided and unaided recognized schools of Malappuram, educational district using proportionate stratified random cluster sampling technique. The sample was selected giving the due representation of factors like sex, locale, medium of instruction, School Management. The objective of the present study: To identify the percentage of errors in the usage of tenses in English committed by the secondary school students,the percentage of errors in basis of subsample. Diagnostic test and General date sheet are used for the study. The statistical technique is Estimation of the percentage and test of significance of difference between percentages are used. The important findings of the study are: 1) Girls committed lesser number of errors than boys. 2) Rural subjects made more errors than urban subjects did. 3) It is the unaided

schools that come first in the standard of performance of students. Aided and government schools are only second and third respectively.

Narayan P. (2003) conducted a study of "A diagnostic study of errors in written Sanskrit of secondary school pupils."The following are the major objectives of the study.1) To identify the major errors in written Sanskrit in the selected 20 sub skills among secondary school pupils.2) To class the errors into major functional grammatical sub skills.3) To determine whether significant group difference exists based on their Gender, Locale and Type of management, when there compared with respect to the percentage incidence of errors in the selected 20 sub skills selected for the study. Samples of 800 pupils were selected from the secondary school pupils of Kerala using proportionate stratified method. The sample thus selected was subdivided into subgroups. 1. Gender 2.Locale 3.Type of management 4.Socio-economic status. Tools used for the collection of data required for the present study are of two types. They are: a) Diagnostic test b) General Data Sheet .Statistical techniques used Scoring and Tabulation of Data, Scoring of diagnostic test, Scoring General Data Sheet, tabulation. Tools used for the collection of data for the present study were 1) Diagnostic test, 2) General Data sheet. In order to make the error analysis comprehensive and systematic, the prescribed syllabus in Sanskrit was thoroughly analyzed into sub skills excepted and 20 such areas where errors are probable were identified. A diagnostic test covering all these sub skills was then developed by the investigator. This was tried out and standardized before administrating it for collecting errors. The errors were then qualified with respect to each of the sub skills and the categories were arranged in the descending order of the

percentage of errors. This statics has been the basis for making the diagnosis. It has been found that of the 20 sub skills included in the diagnostic test eight pose average problems to pupils, and twelve as below average. This state of affairs is not tolerable especially in secondary schools where Sanskrit is supposed to have more importance than in other school.

Saadiyah Darus. Kaladevi Subramaniam(2009) conducted a study of Error Analysis of the written English Essays of Secondary School Students in Malaysia: A Case Study." This study examines errors in a corpus of 72 essays written by 72 participants. The participants are Form Four Maly students who are studying at a secondary school in Malasia; 37 male and 35 female. They have experienced approximately the same number of years of education through primary and secondary education in Malaya. This lends to the objective of the study, which is to investigate types of errors made by Form Four students in their written work. The study sought to answer the following research question: What are the six most common errors that students make in their essays? All of the participants come from non- English speaking background and hardly communicate in English outside the school. The instruments used for this study was participants written essays and making software. All of the errors in the essays were identified and classified into various categorizations. The results of the study show that six most common errors committed by the participants were singular/plural form, verb tense ,word choice, preposition, subject-verb agreement and word order. These aspects of writing in English pose the most difficult problems to participants. This study has shed light on the manner in which students internalize the rules of the target language, which is

English. Such an insight into language learning problems is useful to teachers because it provides information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials. The result of the study show that errors that participants committed were basically grammatical.

Sudriyal ,S .and Singh, P.P (2010) made a comparative study on spelling errors in English language of both and Hindi medium students. The data were collected from 300 students of 5th standard. It was found that English medium students committed less spelling errors in English language as compared to Hindi medium students.

Mary,J.J. and Thangam ,A.R.(2011) conducted a study on errors committed in written English by the students of Ninth standard . The data were collected from 512 students from 12 Higher secondary school in Thoothukudi area. The study revealed that rural school students had committed more errors in spelling than urban school students. Also boys were found committing more errors in grammar than girls.

Mishra ,(2012)investigated on errors and remedies in English language on a sample of 220 Eighth standard students. The investigator developed a remedial package on English grammar and administered on the sample. The findings of the study revealed that there will be a significant effect of remedial learning package in removing grammatical errors of Eighth grade students.

Alakeeli, (2013) examined the lexical and grammatical difficulties encountered by Iraqi students in learning English as a foreign language on a sample

of 30 final year degree students .The findings showed that errors and mistakes which are highly observed in the writing of Iraqi EFL learners make a serious problem in the communicative process as it results showed a weakness in several areas of writing because of the poor knowledge of lexical and grammatical rules.

Mohammed Ashark P. (2013) conducted a study of "Errors in Arabic grammar committed by secondary school students of Palakkad district." In the present study the investigator choose the stratified sampling technique for the selection of the sampling. 300 student's from5 schools of Palakkad District. Norms we're established for the total sample and for the subsamples on the basis of Gender, locality and type of management. Tool to be used for the study was Test on Arabic Grammar. The investigator made use of the statistical techniques are 1) preliminary analysis 2) Test of significant difference of mean for large independent sample. The objectives of the study are 1) to identify the level of errors in Arabic grammar of secondary school students. 2) To check whether exist any significant difference in the mean scores of structural errors in Arabic committed by secondary school students for the sub sample. The major finding of the study is: The technique of one way ANOVA was applied to find sub sample could discriminate in errors of Arabic Grammar.

Abdul Gafoor K., & Remia K.R (2013), conducted a study of "Spelling difficulties in Malayalam among lower primary students". This study identifies spelling errors with respect to vowels, signs, glides, consonants and consonants doubling, in terms of addition, omission, and substitution committed in Malayalam writing by grade 3 students in Kerala. The study was conducted on 100 random

drawn 3rd students of 11 lower primary school randomly selected from Thrissur revenue districts. The major findings of the study is the most difficult area in writing Malayalam, for beginners, is signs both vowels signs and diacritic sign. Both substitution and omission of signs cause extensive spelling errors.

Ali Akbar Khansir (2013) conducted a study of "Error Analysis and second language Writing". The aim of the study is to examine the written errors such as paragraph, punctuation, articles, spelling, and conjunction in writing of Iranian and Indian students. The purpose of the study is to compare and examine types of written errors by EFL and ESL learners at under graduate level in English language and suggest remedial measures to overcome the committing of errors. The data for the study were 200 students in the age range of 20 to 24 at under graduate level in Mysore, India as ESL learners and blusher, Iran as EFL learners participated in this study. s. In this study, three tools employed as follows: 1. A special test which was similar to both of the groups .2.A comparative study of the English and Arabic uses of the articles.3 .An examination of a number of essays written by the students. Thus the test consisted of 40 items. Methodology adopted in this study consisted of the processes: Research design; Data collection; and Data analysis. By the use of the tests, the errors in writing by Iranian and Indian students at under graduate level will be analyzed, and valuable remedial measures suggested. This study is implemented on the basis of an ex-post facto design. The instruments utilized in this study were: General English Proficiency Test, Background Questionnaire, and Grammatical Judgment Test (G.J.T) The General English Proficiency Test (Transparent) consisted of 50 multiple choice vocabulary, grammar, and reading comprehension

items. The result of the study indicate that the total number of errors committed by the Iranian students was 3045 and that of their Indian peer's was 3274. The maximum errors made by the subjects were from the realm of 'punctuation' (1387). The number of errors made by the Indian students in the use of punctuation was 718 which came to 22% for errors in punctuation. The Iranian students committed 669 errors. They constituted 22% of errors for punctuation. Thus, the minimum number of errors recorded in writing in this study was 'spelling'. The total number of errors in the use of spelling was 578 which come to 19% for errors in spelling. The number of errors committed by the Indian students was 472. They constituted 14% of errors for spelling. The findings of this study revealed that the occurrence of all errors types found here any proportionally related to the knowledge of the subjects on the basis of English writing. Based on the above claims, the researcher believes that errors are an integral part of learning second /foreign language or is a natural part of the learner's gradual movement toward the development of communicative competence, and he/she should be allowed to make certain types of errors which do not greatly affect communication.

Nair,(2014) studied about the effect of an involution strategy to reduce grammatical errors and enhance learning achievement of English students at secondary level. The participants of the study were 45 students of standard 8th .It was revealed that grammatical errors of Eighth standard students had remarkably reduced due to the involution strategy and also involution strategy was found more applicable than conventional method.

Indra Ratna Mulianinigsih, Listiani (2014) conduct a study of "An error analysis of students' English writing". This research was aimed at knowing (1) students writing ability in second grade of SMK Bakti Purwokerto (2) the types of grammatical and lexical error made by the students which was influenced by Bahasa Indonesia (3) the percentage of each type of error. The method used in this research was descriptive study. The population of this research was all of students in second grade which consists of 289 students. 25% of the population or 72 students were taken as the sample. The sample was chosen randomly. The data was taken through an essay test. The students were asked to write a personal letter and choose one of topics provided.

Ronald Candy S. Lasaten (2014) conducted a study f "Analysis of errors in the English writings of teacher education students". Using the qualitative research design, the study aimed to analyze the common linguistic errors in the English writings of teacher education students. This paper specially sought to identify and describe the prevailing linguistic errors in the English writing of the students. Moreover, it investigated the possible causes of those errors and drew out implications to language learning n teaching. Using random sampling, the written compositions of the students were subjected to error analysis using h Taxonomy of errors patterned after the model of Darus and ching (2009). The study found that errors in verb tenses are the most common linguistic errors of the students, followed by error in sentences, punctuations, word choice, spelling use of prepositions and articles. The errors fall under the grammatical, mechanical/ substances and syntactic aspects of writing English. Majority of these errors are caused by learner's poor

knowledge of the target language(English), specifically ignorance of rule restrictions. Others are attributed to the learner's carelessness, first language transfer of interference and limited vocabulary in the target language. Through this study, language teachers are guided to assess their own teaching methodology and identify their student's ability in writing and to chose the strategies ad topics that are best suited to their students.

Faisa Hawa, Rahmawati Sukmaningrum, Oscar Yustino Carascalao (2016), conducted a study of "What errors are committed by students in writing English paragraphs". This qualitative study took 35 students as the subjects of the study. The subjects were selected from the second semester students of English Department of University of PGRI Semarang who enrolled writing. 2. This study intended to investigate the types of error committed by the second semester students in writing paragraphs and the frequency of their occurrences. The results of this study reveals that the students commonly commit error in grammatical when they write paragraphs. The most common errors are dominated by verb tense, subject-verb agreement, and fragment. The instrument used to collect the data in study is written test. The students were assigned to write a paragraph in which the topic is not determined by the lecturer. It is in evitable students in making error when they write paragraphs in their second language. The study attempts to analyze errors in the paragraphs written by second semester students of English Department of University of PGRI Semarang. The data of this study are 35 paragraphs randomly taken from second semester students who enroll writing. 2. Written test is used as the instrument of the research. The analysis of the paragraphs is derived from Corder's

(1967) cited in Sawalmeh Murad (2013) method on error analysis. This method has three steps (1) collection of the sample errors, (2) identification of errors, (3) and description of errors. All the errors committed by the students are put into categorizations. This study reveals that the second semester students have committed several errors in their paragraphs. Those are very tense, subject verb agreement, fragment and capitalization, spelling, word order, use of pronoun, preposition, and article. Several recommendations are put in the highlight to reduce further problems regarding writing English paragraphs. Finding the result, it is better for writing lectures to teach the basic grammar before teaching the method of writing a good paragraph. Moreover, students who enroll writing 2 should be improved their knowledge on verb tense, subject-verb agreement and fragment.

Dr. Violeta S. Alfonso (2016) conducted a study of "Common Errors Committed by Freshman Education Students in their written English Compositions and their relationship to some Selected Variables". The descriptive correlation research method of investigation was utilized in this study. The principal tool used by the researcher consisted of three sets of compositions of 136 education freshman students who enrolled English. These compositions where used to determine the common errors encountered by the students in writing. The objective of discovering the students' capability to write, having been recently graduated from high school, the second composition was written at the middle of the term to know the extent of development after a certain period of drills and lessons in English 1, and the last about the end of the semester. Tool was the questionnaire. The findings have some important implications related to the administration and supervision of the English

language. The varying errors encountered by the students on the area of grammar, mechanics, and sentence structure will be given adequate attention by the language teachers.

Manik, Sabar; Purba, Normina; Rostina (2017), conducted a study of " Investigating Linguistic Errors in English Compositions: A Case Study of Non-English Department EFL Undergraduate Students". This study aimed at investigating linguistic errors committed by students majoring in Non-English Department in writing English composition. A total of 20 first year students at Economic collage IBBI Medan who have taken an English subject course were involved in this study. Their compositions were analysed for the purpose of scrutinizing linguistic errors they made. In analyzing the data, this study adopted Hubbard (1996) classification of errors including grammatical, syntactic, substance, and lexical errors. The results of data analysis discovered that students committed 352 errors in their compositions with the following frequencies: 82 errors in prepositions, 32 errors in tenses, 29 errors in articles, 48 errors in subject verb agreements, 37 errors in word order, 17 errors in Capitalization, 21 errors in punctuation, 28 errors in spelling, and 58 errors in word choice. Hence, it is concluded that the most difficult linguistic error that students face is prepositions, while the easiest part of linguistic error that poses difficulty for students is capitalization. In order to collect their compositions, students were purposely asked to write an unforgettable experience in their life at the course of creative writing. A total of 20 students comprising 11 males and 9 females were involved in this study. The composition was limited to circa 300 words. Upon completing the task, their

writing was analysed. 20 students participated in this study, it was found that a total of 352 errors committed by students. The dominant error classification was preposition use with a total of 82 errors, while, the least dominant error was capitalization with the total of seventeen.

Asma Al-Qudat (2017) conducted a study of "Spelling Errors in English Writing Committed by English-Major Students at BAU". The participants in the present study were 65 students. The participants to the present study included 65 English-Major Students at BAU's main campus located in As Salt, Jordan. The participants age range from 18-22 years old. They were all enrolled in 'Technical Writing' course of the academic year 2016/2017. The instruments of the present study include written samples. In other words, 65 essays were used to be the data of the study. Students committed spelling errors due to many factors such as the interfere Anthony J. Onwuegbuzie, (2017). Most common Formal Grammatical Errors Committed by Authors. In this study, he analyzed formal grammatical errors committed in 117 manuscript submitted to the journal Research in the Schools over a 6-year period. Among other results, I identified the 35 most common formal grammatical errors. Descriptive Statistics (i.e., measures of central tendency) were used to address the first research question. Presents the 35 most common formal grammatical errors committed by authors who submitted manuscripts to Research in the Schools over the 6-year period. The results from this current study demonstrate several unique findings in relation to grammatical errors and manuscript preparation and submission. The most important finding of the present investigation is the link identified between grammatical errors and disposition of manuscripts. Yet,

regardless of whether this link is causal in nature, few reviewers and editors would argue that striving to minimize formal grammatical errors in manuscripts is not a worthwhile goal.

Yasir Bdaiwi Jasim Al-Shujairi, Helen Tan (2017) conducted a study of "Grammar errors in the writing of Iraqi English Language Learners". This research aims at examining the written discourse of Iraqi high school students and the common grammatical errors they make in their writing. The study had a mixed methods design. Through convenience sampling methods, 112 compositions were collected from Iraqi pre-university students. The objectives of the current study are: 1. To find out the grammatical errors made in descriptive compositions written by Iraqi pre-university students. 2. To explore the types of errors committed in each grammatical category. 3. To examine the sources of errors in each grammatical category. The researcher employed a qualitative dominant mixed- method design. A quantitative simple frequency count has been tabulated to determine the most frequent categories and types of grammatical errors that appeared in students writing. At the same time , the study qualitative because it aims to examine through error analysis the sources of committing such errors. 3.1 Sampling. The sample of this research is 112 descriptive compositions written by pre-university students studying in an Iraqi high school located in Babylon city. The total number of words written in all the collected data is 11555 words. The average number of words in the compositions is 110. The students have been studying English as a foreign language at school for 10 years. Their age is between 17 and 18 years old, but factors such as sex and age were not controlled in this study. They are homogeneous in terms of

their socio economic, linguistic, and educational background. In total, 752 errors were found in student's composition papers.

Ahmed Khider Ahmed Othman (2017). Conducted a study of "An Investigation of the Most Common Spelling Errors in English Writing Committed by English –Major Male students: At the University of Tabuk". The participants of this study included 45 male students whose first language is Arabic. This study adopts Cook's classification of errors, which categorized errors into four categories: substitution, omission, insertion, and transposition. The main objectives of the Research are 1. To identify,   classify and analyze the most common types of spelling errors committed by Saudi English-Major students in their English writing. 2. To find out the causes that leads to the problem of miss Spelling , and suggest a suitable solutions to this problem. 3. To find out the most frequent errors in students' English writing. The findings of this study emphasized more focused attention to learners' spelling errors, as spelling teaching is essential aspect language learning.

Bandar Mohammed Saeed Al-Sobhi, Sabariah Rashid, Ain Nadzimah Abdullah, Ramiza Darmi (2017) conducted a study of "Arab ESL Secondary School Students' Spelling Errors". Data of the study comprises spelling errors collected via a 50- word spelling test administered to 70 male students attending the Saudi School in Kuala Lumpur. The findings suggest that spelling instruction should be emphasized while teaching English and should also be integrated with the skills and sub skills of reading, writing, pronunciation and vocabulary in order to develop the students' spelling accuracy. The present study has attempted to identify the major types and causes of spelling errors, which the Arab ESL secondary school students

made. The study revealed that the linguistic differences between English and Arabic could be one of the primary causes of the students spelling errors.

Lahuerta, Anacristina (2018), conducted a study of "Accuracy and grammatical complexity in EFL writing". The aim of present study is to compare the writing products of English as Foreign Language (EFL) university students using accuracy and grammatical complexity as measures. It also aims at examining the development of the morphological, syntactic, lexical, spelling, and punctuation errors committed by these learners when writing in English. Results show that upper intermediate students exhibited a higher error mean in each of the error categories, namely, grammatical morphemes, lexical choice and syntax, as well as punctuation and spelling. However, an analysis of variance shows the difference between groups to be significant only in spelling and punctuation errors.

Conclusion

Review of the literature related to the present study reveals that children are facing difficulties in various aspects of English. In English there are many areas as well of difficulties, writing difficulty is one of them. All the studies related with writing difficulty are in the field of grammar, pronunciation etc. My study is related to the components such as spelling, vocabulary, punctuation difficulties in writing English among secondary school students. Literature in the area, 'writing difficulties in English among secondary school students' is less explored. Therefore it will be relevant to study the common errors committed by students in spelling, vocabulary and punctuation in English writing.

METHODOLOGY

- ❖ **Variable**
- ❖ **Objectives**
- ❖ **Tool used for Data Collection**
- ❖ **Sample**
- ❖ **Data Collection Procedure and scoring procedure**
- ❖ **Statistical Technique used**

METHODOLOGY

Methodology finds a major place in any type of research work. The success of any research Work depends upon the stability of the Methods and techniques the researcher follows to gather adequate data. So the methodology refers to the general strategy followed in collecting and analyzing the data necessary for solving the problem or to explain something already exists in the educational sector. Hence methodology is of vital importance in any research work.

The present study is "**Writing difficulties in English among Secondary school students of Wayanad District".**

The methodology of the study is described under the following major headings

- Variable

- Objectives.

- Tool employed for data collection.

- Sample selected for the study.

- Data collection procedure, Scoring and Consolidation of data.

- Statistical technique Used for analysis.

Variable

Variable refers to any aspect of behavior or condition that change. The only variable that is measured and analyzed in the present study is writing difficulties in English.

Objectives

Following are the objectives of the study

1.   To identify the writing difficulties in English among secondary school students of Wayanad district for the sub component:

   a)   Spelling

   b)   Vocabulary

   c)   Punctuations.

●   To suggest possible remedies to remove the difficulties in English among secondary school students of Wayanad district .

Tool Employed for Data Collection

To locate the writing difficulties in English the investigator developed a tool 'Diagnostic test on writing difficulties in English', in collaboration with her supervising teacher. In the present study the investigator developed a diagnostic test developed a diagnostic test to identify the writing difficulty of students in English.

Planning of the test

To locate the difficulties in writing English the investigator developed a diagnostic test questionnaire with her supervising teacher. In the present study the investigator developed a diagnostic test to identify the difficulties committed by students while writing in English. The area with writing difficulty was identified and divided it into three components such as Spelling, Vocabulary and Punctuation And has been decided to select Standard 8th students from various secondary schools of Wayanad District for conducting this test.

Preparation of the test

The study was to find out the writing difficulties in English language by standard 8th students of Wayanad district. The investigator required the data related to writing difficulties in English of the sample under study. For the preparation of diagnostic test the investigator examined the English syllabus of up to the completion of standard 8th of Kerala and then studied the text books. The investigator examined a number of question papers and held discussion with experts. After that, find out the difficulty areas and divided it into three components such as Spelling, Vocabulary and Punctuation. Again divided the components into 11 subcomponents. . Thus test as a whole includes 60 multiples choice questions of 11items.

A. Correct spelling

This section includes five items for finding the ability of children to choose correctly spelled word from the given choices. Each item has three choices, two of

them are incorrectly spelled word and one word is correctly spelled. Students have to find out the correctly spelled word, this gives them the correct word selection experience. (Item No. 1-5)

Example: circle the word that is spelled correctly

1.   A) Studant,   B) Student   C) Studont

2.   A) Satisfaction   B) Satisfactiaon C) Satisfaction.

B. Choose right word

This section includes five items for finding the ability of children to choose correctly spelled word from the given choices. Each item has two choices, both are very similar. From these two choices choose the correct word that suit for the question. This gives the correct word selection experience to students. (Item No. 6-10)

Example: Choose the right word

1.   Please give me a ------------ of paper.

     A) Peace   B) piece

2.   She was unusually -------------- A) Quiet   B) Quit

C) Identify incorrectly spelled words

In this area included 5 items. Each item has two underlined word, one of which is spelled incorrectly. Student has to identify the incorrectly spelled word

from the given choices. This gives the selection of spelling experience. (Item no:11-

15)

Example: Choose the right word

1.   I played <u>basketball</u> over the <u>weakend</u>.

        A) baskatball   B)weakend.

2.   She bought <u>watermelon</u> and <u>orangas</u>.

        A)Watermelon   B) Orangas

D) Letter identification

        This is a fill in the blank type question. In this area there are 5 items. Each

item included five words. One letter in each of these words is missing. Student has

to identify the missing letter from the given choices.   **L**etter identification gives the

clear idea of letters. (Item no:16-20)

Example: Write the missing letters

        1.   THO_GHTFUL.   A) U   B) O

        2.   OB_DIENT   A) A   B) E

E) Word identification

        In this area there are 5 items. Each item is a sentence and two words are

missing in these sentences. Student has to fill in the blanks by selecting appropriate

words from the given choices. . This gives the correct word selection experience and understanding of its meaning. (Item no:21-25)

1.   I ____at about ____o'clock.

    A)   Eight   B) Ate

2.   Take these___books, these are___you.

    A)   For   B) Four

F. Find synonyms

In this area there are 5 items. Each item has an underlined word. The synonym of this underlined word has to be finding out from the given table. (Items no: 26-30)

Example: Choose synonyms of underlined words from the table.

Chair	Huge

1.   They live in a <u>big</u> house.

2.   Is this <u>seat</u> free?

G. Connect opposites

In this area there are 5 items. Five words are given on one side and its opposite words are given on the other side randomly. Choose the correct opposite word and connect it with the exact word. (Item No: 31-35)

Example: Connect the pairs of opposites.

1.	A) Good	A) Awake
2.	B) Asleep	B) Bad

H. Add prefix or suffix

There are 5 items in this area. In this item questions are listed by omitting its prefixes or suffixes. Students have to select correct prefix or suffix of the word from the given two choices. The students used to know the proper letters of the sentence as prefixes and suffixes. (Item no:36-40)

Example: Add suitable prefixes & suffixes.

1	.__ happy	A) In	B) Un
2.	Willing__	A) Ly	B) Es

I . Missing words

A vocabulary helps to understand the meaning of the confusing word. In this item includes 5 sentences. Each item has a missing word. The students have to fill the blanks by suitable words from the given choices. (item no:41-45)

Example: Identify the correct word.

1.   My brother's son is my_____.

A)   Nephew   B) Cousin   C) Niece.

2.   We paid the shop keeper __ cash.

A) In   B) On   C) By

J. Use correct simile

A vocabulary helps to know about the simile and its use in proper way. The children may make mistakes in using correct simile in correct places. In this area there are 5 items. Students have to find out suitable simile from the table and fill the blanks. (Item no:46-50)

Example: Find the suitable simile from the box.

Lion	Monkeys

1.   The young girl as brave as a _____.

2.   The comedian is as funny as a barrel of _____

K. Use correct punctuation

Based on the collected data and analysis, punctuation marks are the most frequently committed errors. Punctuation marks are symbols that are used to aid the clarity and comprehension of written language. Some punctuation marks are full stops, comma, question marks, exclamation mark, apostrophe, quotation mark and hyphen etc. In this area there are 10 items. (item no: 51-60)

Example: Add suitable punctuation marks.

1.   Red blue and yellow are the primary colours.

A) :   B) ,   C) ;

2.   Sit up straight

   A) ;   B) .   C) :

Based on the components, the investigator developed the final questionnaire by discussing with experts and teachers. This final questionnaire consists of 60 items, the dimensions wise distribution of items in gives in table 1.

Table 1

Dimension wise Distribution of Items

Items	Number of items	Item number
Correct spelling	5	(1,2,3,4,5)
Choose right word	5	(6,7,8,9,10)
identify incorrectly spelled word	5	(11,12,13,14,15)
Letter identification	5	(!6,17,18,19,20)
Word identification	5	(21,22,23,24,25)
Find synonym	5	(26,27,28,29,30)
Connect opposites	5	(31,32,33,34,35)
Add prefix or suffix	5	(36,37,38,39,40)
missing words	5	(41,42,43,44,45)
Use correct simile	5	(46,47,48,49,50)
Use correct punctuation	10	(51,52,53,54,55,56,57,58,59.60)

The investigator decided to select five questions for each item. Then added instructions, explaining objectives and methods of answering each items and formed a response sheet, a column were given to each specific item. Directions for the test administration, time limit, scoring scheme were developed in consultation with the expert. The finalized tool was given the title "Diagnostic Test on writing difficulties in English."

This tool was administered to fifteen 8th standard students as pilot testing to know about its clarity of instructions and also to know the minimum time for completing the test. Based on the pilot testing with some modifications the final question booklet was printed. The responses were to be done on the given answer sheets.

Sample

The population of the study constitutes the Secondary school students of Wayanad district. It is difficult to cover the entire population and obtain conclusion which is valid for the population. Hence the investigator decided to take a sample of the total population. The sample for the present study consisted of 600 secondary school students studying in standard 8th from nine schools of Wayanad district.

The students in these schools are privately managed and others are managed by the government. It was decided to represent all these categories of schools in the sample selected. The investigator developed the technique of the stratified random sampling. The investigator developed and standardized the tool with the help of invigilator.

Details of the school selected for the sample is given in the table 2

Table 2

List of Schools Participated in the Study

Sl. No	Name of the school	Govt./Aided/Unaided
1	Secret Heart H.S.S.Dwaraka	Aided
2	De Paul Public School Kalpetta.	Unaided
3	G.V.H.S.S.Munderi	Govt
4	G.V.H.S.S. Mananthavady	Govt
5	M.G.M.H.S.S.Mananthavady	Unaided
6	Fr.G.K.M.H.S.S. Kaniyaram	Aided
7	G.H.S.S. Panamaram	Govt
8	Cresent Public School Panamaram	Unaided
9	Assumption H.S.Sulthan Batheri	Aided

The collected data was 600. But more than 900 students are responded but some of the students did not answer the whole items in the test. Thus the investigator avoided incomplete response sheets and had satisfied with a total 600 samples.

Data Collection Procedure and Scoring Procedure

The present study was done to identify the writing difficulties of students in English. The study was conducted on a sample of 600 secondary school students of standard 8th of wayanad district.

Administration of the tool

For the collection of data, the investigator prepared a time schedule to visit the schools. The tool was administered 600 secondary school students selected from nine schools of Wayanad district. In according with it, the investigator approached the heads of the institutions for obtaining permission for the data collection. After

getting the permission the investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. Necessary instructions regarding the marking of responses were given. After that copies of the tools and response sheets were distributed and collected back after they completed the work. As it is a diagnostic test, no time limit was prescribed for completion of the test. But in an average 1 hour were taken by students to complete the test.

Scoring and consolidation of data

The answer scripts of each student were collected for consolidation of data. Each answer script was valued and scored carefully. The responses for each item by the student were recorded. The number of pupils who committed error in each item was noted.

The response sheets were scored according to the scoring procedure and were consolidate and tabulated for further statistical analysis while scoring incomplete response sheets were rejected. Subcomponent wise percentage analysis was done to find out the error made by students. For that 0 mark were given for correct answer and 1 mark for wrong answers. The number of responses under each item was recorded separately and the total number of error was calculated by adding the number of wrong responses for each item.

A copy of diagnostic test on writing difficulties in English and response sheet are given in appendix 1& 2

Statistical Technique Used

Percentage Analysis tool is used to analyze the data. The percentage of errors occurred in each item were calculated by using the formula given below

$$\text{Error} = \frac{\text{Number of students committing errors}}{\text{Total number of students}} \times 100$$

ANALYSIS AND INTERPRETATION

❖ Objectives

❖ Conclusion

ANALYSIS AND INTERPRETATION
OF DATA

The present study was an attempt to analyze the writing difficulties in English among secondary school students. The collected data was processed and analyzed in accordance with the objectives laid down for the study at the time of developing the research plan. Statistical analysis of the study was done by using percentage analysis. The data collected were analyzed to identify the writing difficulties among secondary school students based on the components Spelling, Vocabulary and Punctuation.

Objectives

Following are the objectives of the study

- To identify the writing difficulties in English among secondary school students of Wayanad district for the components such as;

  o   Spelling.

  o   Vocabulary

  o   Punctuation

- To suggest possible remedies to remove the writing difficulties in English among secondary school students of Wayanad district .

The analysis chapter is presented under the following headings:

- Analysis of Difficulties in Written English for Spelling

- Analysis of Difficulties in Written English for Vocabulary

- Analysis of Difficulties in Written English for Punctuation

Analysis of Difficulties in Written English for Spelling

This section deals with the analysis of difficulties in written English for spelling. The component Spelling consists of 25 items from various sub-components such as Correct spelling, Choose Right Word, Incorrectly spelled Word, Letter Identification, Word Identification. The percentage analysis of writing difficulties in English by secondary school students for Spelling are described under the following headings based on the sub-components.

- Analysis of difficulties in Correct Spelling

- Analysis of difficulties in Choose Right Word

- Analysis of difficulties in Incorrectly spelled Word

- Analysis of difficulties in Letter identification

- Analysis of difficulties in word identification

Analysis of difficulties in Correct Spelling

This section deals with the analysis of Errors committed for the sub-component Correct Spelling. The percentage of secondary school students committed errors for the sub-component Correct Spelling was calculated and presented in Table 3.

Table 3

Analysis of Difficulties in Correct Spelling

Item No.	Sub-component	No.of Students committed Errors	Percentage
1		33	5.5
2		72	12
3	Correct Spelling	148	24.67
4		134	22.33
5		161	26.83

The sub component correct spelling consists of five items. Table 1 reveals that out of 600 secondary school students, only 5.5 percent of students committed errors for Item No.1, and only 12 percent of students committed errors for Item No.2. For the Item No 3, Item No.4 and Item No. 5, the errors committed by the secondary school students are only 24.67 percent, 22.33 percent and 26.83 percent respectively. It is also evident among the five items under the sub –component Correct Spelling the maximum number of students (161) committed errors is for Item No.5. Thus, it is can be inferred that for the sub-component Correct Spelling the errors committed by secondary school students are less for all the five items.

The graphical representation of errors committed by secondary school students for Correct Spelling is given in Figure 1

Figure 1. Graphical representation of errors for Correct Spelling

Analysis of difficulties in Choose Right Word

This section deals with the analysis of Errors committed for the sub-component Choose Right Word. The percentage of secondary school students committed errors for the sub-component Choose Right Word was calculated and presented in Table 4.

Table 4

Analysis of Difficulties in Choose Right Word

Item no.	Sub- component	No. of students committed Errors	Percentage
6		95	15.83
7		262	43.66
8	Choose right word	259	43.16
9		290	48.33
10		235	39.16

The sub component choose right word consists of five items. Table 2 reveals that out of 600 secondary school students, only 15.83 percent of students committed errors for Item No.6 and only 43.66 percent of students committed errors for Item No.7. For the Item No. 8, Item No.9. and Item No.10 the errors committed by the secondary school students are only 43.16 percent, 48.33 percent and 39.16 percent respectively. It is also evident among the five items under the sub-components Choose right word the maximum number of students (290) committed errors is for Item No.9. Thus, it is can be inferred that for the sub-component Choose right word the errors committed by secondary school students are less for all the five items.

The graphical representation of errors committed by secondary school students for Choose right word is given in Figure 2.
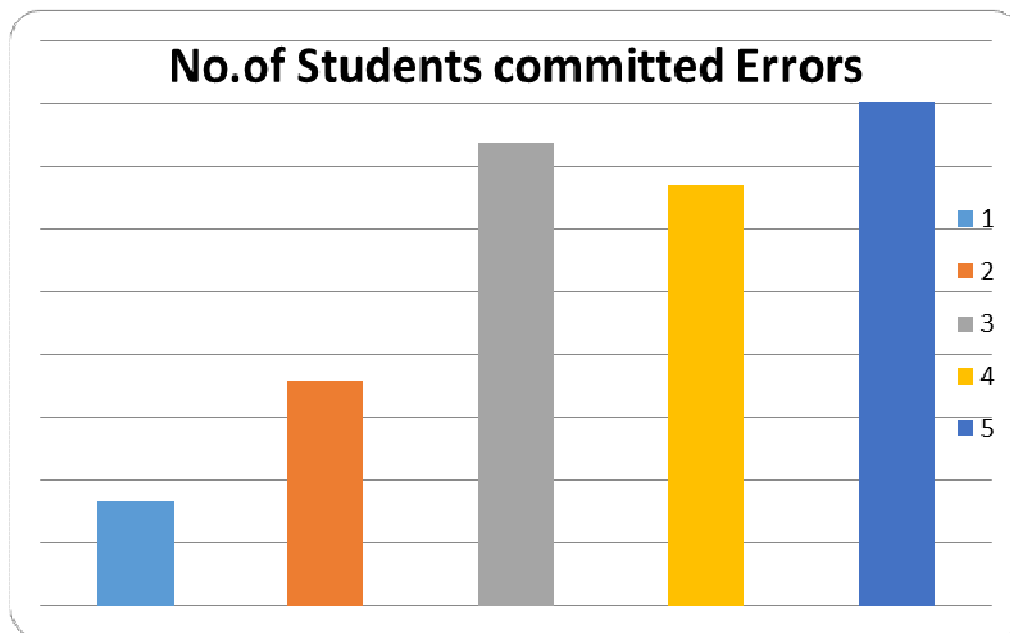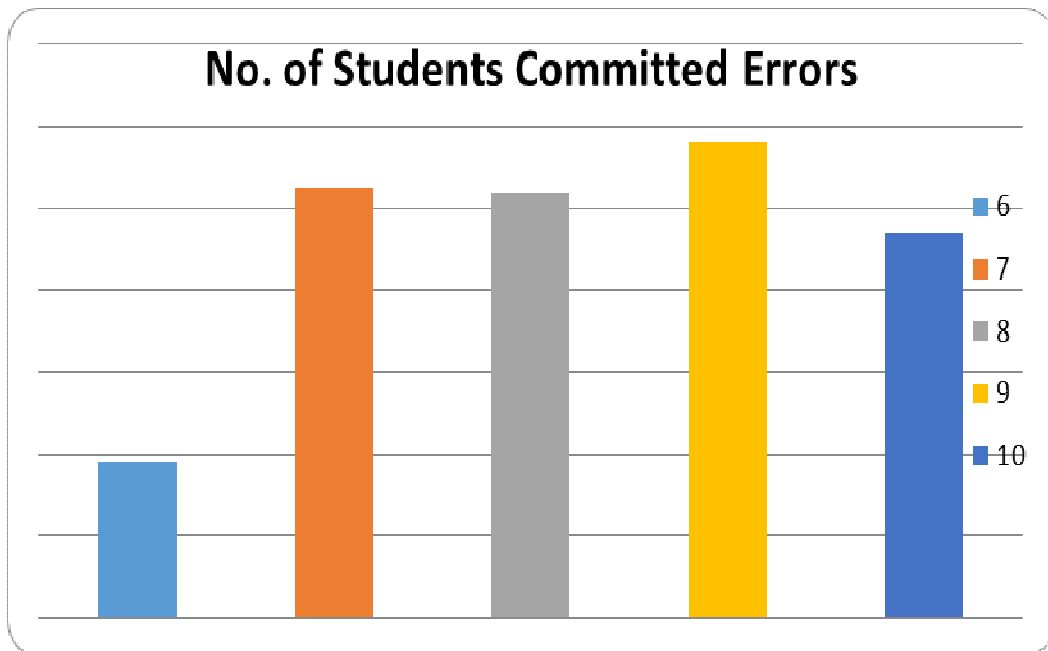

Figure 2. Graphical representation of errors for Choose right word.

Analysis of difficulties in Identify Incorrectly Spelled Word

This section deals with the analysis of Errors committed for the sub-component Identify Incorrectly Spelled Word. The percentage of secondary school students committed errors for the sub-component Identify Incorrectly Spelled Word was calculated and presented in Table 5.

Table 5

Analysis of Difficulties in Identify Incorrectly Spelled Words

Item no.	Sub- component	No. Of students committed Errors	Percentage
11		393	65.5
12		114	19
13	Identify incorrectly spelled words	333	55.5
14		239	39.83
15		144	24

The sub component Identify incorrectly spelled word consists of five items. Table 3 reveals that out of 600 secondary school students, only 65.5 percent students committed errors for Item No.11, and only 19 percent of students committed errors for Item No.12. For the Item No.13, Item No 14 and Item No.15, the errors committed by the secondary school students are only 55.5 percent , 39.83 percent and 24 percent respectively. It is also evident among the five items under the sub-component Identify incorrectly spelled word the maximum number of students (393) committed errors is for Item No. 11. Thus it is can be inferred that for the sub-component Identify incorrectly spelled words the errors committed by secondary school students are high for all the five items.

The graphical representation of errors committed by secondary school students for Identify incorrectly spelled words is given in Figure 3.

Figure 3. Graphical representation of errors for Identification of incorrectly spelled words.

Analysis of difficulties in Letter Identification

This section deals with the analysis of Errors committed for the sub-component Letter Identification. The percentage of secondary school students committed errors for the sub-component Letter Identification was calculated and presented in Table 6.

Table 6

Analysis of Difficulties in Letter Identification

Item no.	Sub- component	No. Of students committed Errors	Percentage
16		75	12.5
17		96	16
18	Letter identification	251	41.83
19		182	30.33
20		156	26

The sub component Letter identification consists of five items. Table 4 reveals that out of 600 secondary shool students, only 12.5 percent of students committed errors for Item No.16,and only 16 percent of students committed errors for Item No.17. For the item No.18, Item No.19 and   Item No.20 ,   the errors committed by the secondary school students are only 41.83 percent, 30.33 percent and 26 percent respectively. It is also evident among the five items under the sub-components   letter identification the maximum number of   students (251) committed errors is for Item   No.18. Thus, it can be   inferred that   for the sub-component letter identification the errors committed by secondary school students are   less for all the five items.

The graphical representation of errors committed by secondary   school students for Letter identification is given in figure 4.
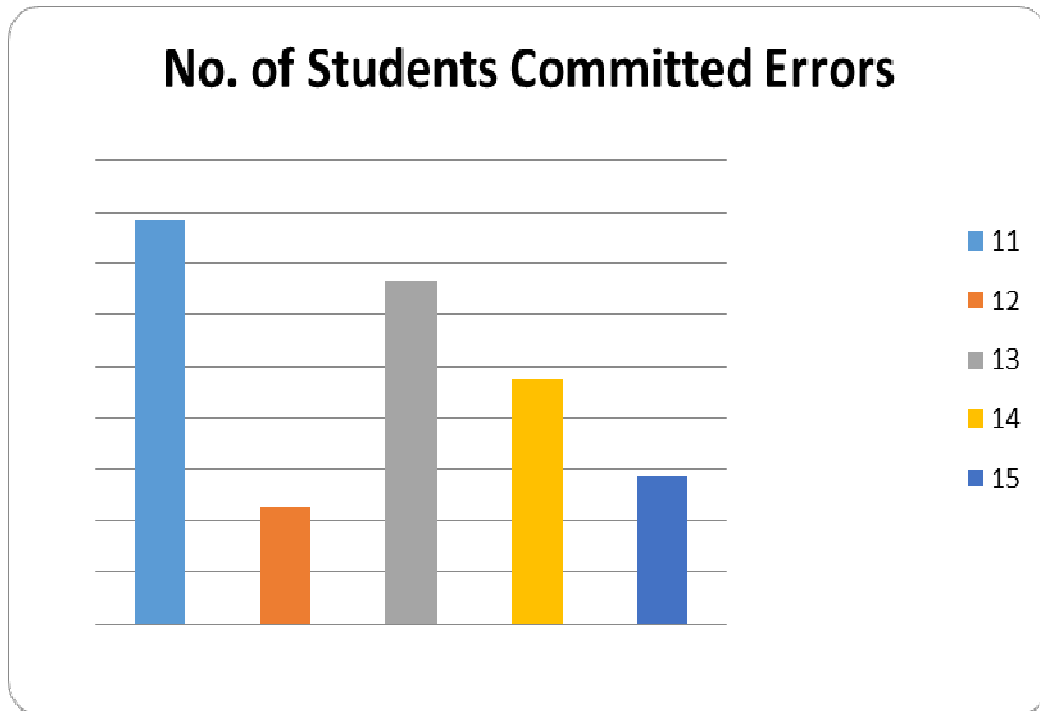
Figure 4. Graphical representation of errors for letter identification.

Analysis of difficulties in Word Identification

This section deals with the analysis of Errors committed for the sub-component Word Identification. The percentage of secondary school students committed errors for the sub-component Word Identification was calculated and presented in Table 7.

Table 7

Analysis of difficulties in word identification

Item no.	Sub- component	No. Of students committed Errors	Percentage
21		169	28.16
22		127	21.16
23	Word identification	142	23.66
24		236	39.33
25		128	21.33

The sub component Word identification consists of five items. Table.5 reveals that out of 600 secondary school students, only 28.16 percent of students committed errors for Item No.21, and only 21.16 percent of students committed errors for Item No.22. For the Item No.23 , Item No.24. and Item No.25, the errors committed by the secondary school students are only 23.66 percent, 39.33 percent and 21.33 percent respectively. It is also evident among the five items under the sub-component Word identification the maximum number of students (236) committed errors is for Item No.24. Thus, it is can be inferred that for the sub-component Word identification the errors committed by secondary school students are less for all the five items.

The graphical representation of errors committed by secondary school students for Word identification is given in Figure 5.
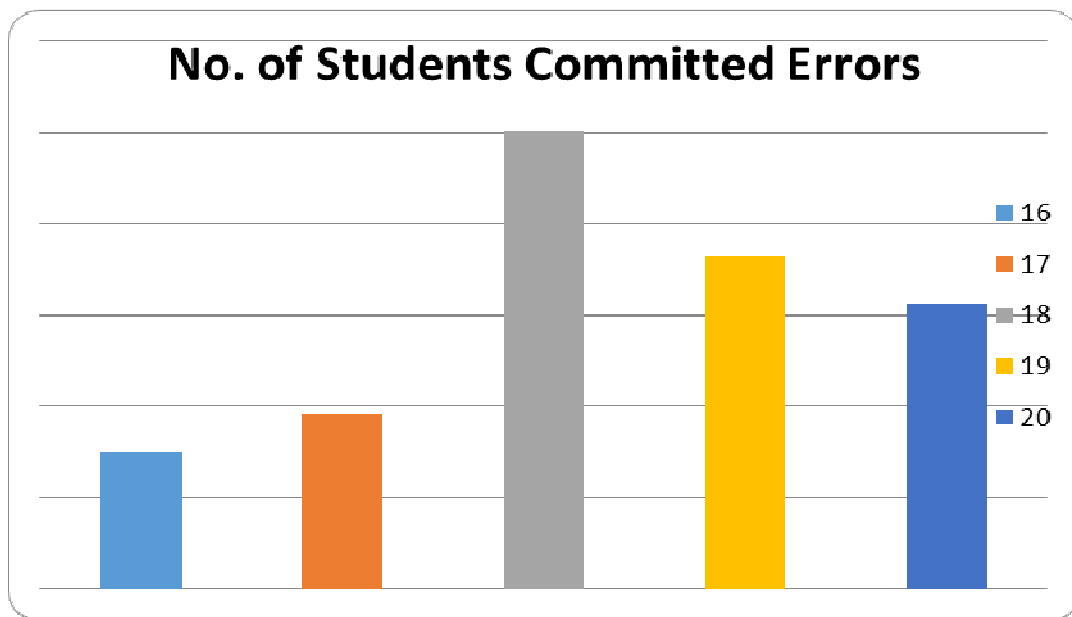

Figure 5. Graphical representation of errors for Word identification.

Analysis of Difficulties in Written English for Vocabulary

This section deals with the analysis of difficulties in written English for vocabulary. The component vocabulary consists of 25 items from various sub-components such as Find synonyms, Connect opposites, Add prefix or suffix, Missing words, Use correct simile. The percentage analysis of writing difficulties in English by secondary school students for Vocabulary are described under the following headings based on the sub-components.

- Analysis of difficulties in Find synonyms

- Analysis of difficulties in Connect opposites

- Analysis of difficulties in Add prefix or suffix

- Analysis of difficulties in Missing words

- Analysis of difficulties in Use correct simile

Analysis of difficulties in Find Synonyms

This section deals with the analysis of Errors committed for the sub-component Find Synonyms. The percentage of secondary school students committed errors for the sub-component Find Synonyms was calculated and presented in Table 8.

Table 8

Analysis of Difficulties in Find Synonyms

Item no.	Sub- component	No. Of students committed Errors	Percentage
26		144	24
27		181	30.16
28	Find synonyms	154	25.66
29		184	30.66
30		107	17.83

The sub-component find synonyms consists of five items. Table 6 reveals that out of 600 secondary school students, only   24 percent of students committed   errors   for   Item No.26,   and   only   30.16   percent of students committed errors for Item No.27. For the item No.28, Item No.29 and Item No.30, the errors committed by the secondary school students are only 25.66 percent, 30.66 percent and 17.83 respectively. It is also evident among the five items under the sub component Find synonyms the maximum number of students (184) committed errors is for Item No.29.Thus, it is can be inferred that for the sub component Find synonyms the errors committed by secondary school students are less for all the five items.

The graphical representation of errors committed by secondary school students for find synonyms is given in Figure 6.
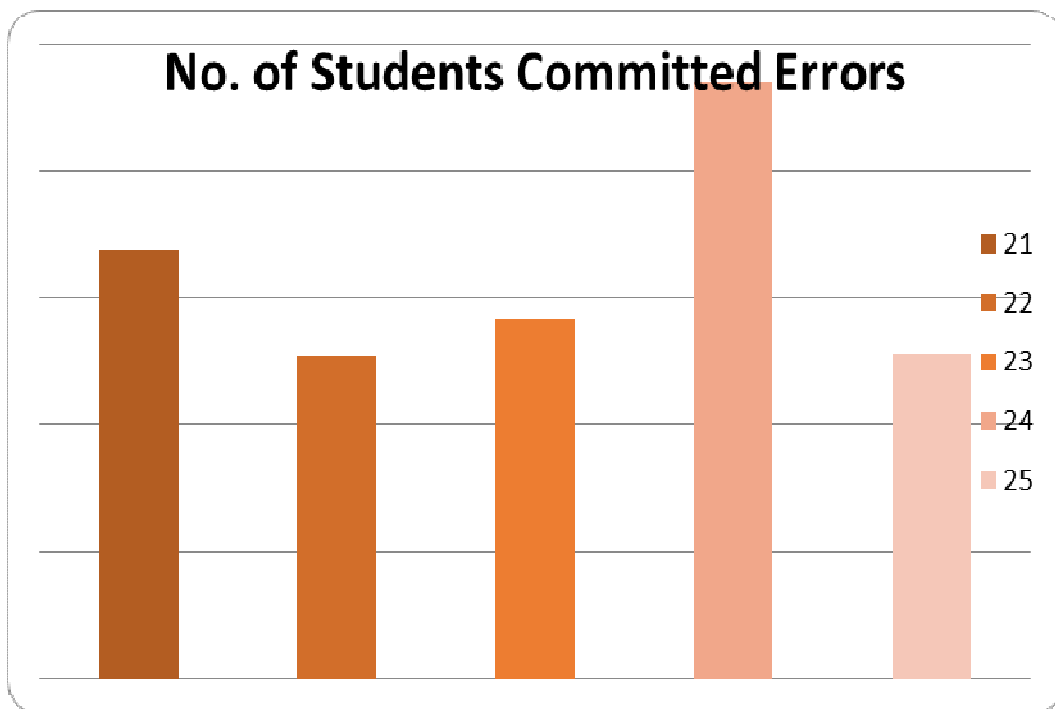
Figure 6. Graphical representation of errors for Find synonyms.

Analysis of difficulties in Connect Opposites

This section deals with the analysis of Errors committed for the sub-component Connect Opposites. The percentage of secondary school students committed errors for the sub-component Connect Opposites was calculated and presented in Table 9.

Table 9

Analysis of Difficulties in Connect opposites

Item no.	Sub- component	No. Of students committed Errors	Percentage
31		93	15.5
32		84	14
33	Connect opposites	159	26.5
34		155	25.83
35		134	22.33

The sub   component connect opposites consists of five items. Table 7 reveals that out of 600 secondary school students, only 15.5 percent of students committed errors for Item No.31,and only 14 percent of students committed errors for Item No.32. For   the Item No.33,Item No.34   and Item No.35, the errors committed by the secondary school students are only   26.5 percent,25.83 percent and 22.33 percent respectively. It is also evident among the five items under the sub component   connect   opposites the maximum number of   students (159) committed errors is for Item No.33.Thus, it is can be inferred   that for the   sub component Connect opposites the errors committed by secondary school students are less for all the five items.

The graphical   representation   of errors   committed by secondary school students for Connect opposites is given in Figure 7.

Figure 7. Graphical representation of errors for Connect opposites.

Analysis of difficulties in Add Prefix Or Suffix

This section deals with the analysis of Errors committed for the sub-component Add Prefix Or Suffix. The percentage of secondary school students committed errors for the sub-component Add Prefix Or Suffix was calculated and presented in Table 10.

Table 10

Analysis of Difficulties in add Prefix or Suffix

Item no.	Sub- component	No. Of students committed Errors	Percentage
36		93	15.5
37		165	27.5
38	Add prefix or suffix	175	29.16
39		196	32.66
40		159	26.5

The sub component Add prefix or suffix consists of five items. Table 8 reveals that out of 600 secondary school students, only 15.5 percent of students committed errors for Item No.36, and only 27.5 percent of students committed errors for Item No.37. For the Item No. 38, Item No.39 and Item No.40 ,the errors committed by the secondary school students are only 29.16 percent, 32.66 percent and 26.5 percent respectively. It is also evident among the five items under the sub component Add prefix or suffix the maximum number of students (196) committed errors is for Item .No.39.Thus, it is can be inferred that for the sub component Add prefix or suffix the errors committed by secondary school students are less for all the five items.

The   graphical representation of   errors   committed by secondary school students for Add prefix or suffix is given in Figure 8.
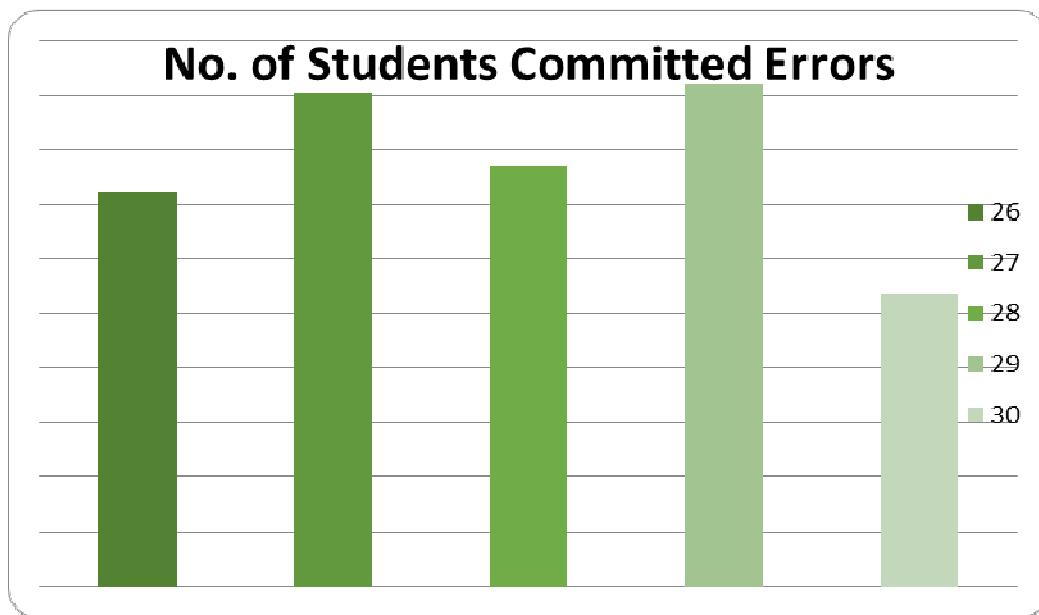

Figure   8. Graphical representation of errors for Add prefix or suffix.

Analysis of difficulties in Missing Words

This section deals with the analysis of Errors committed for the sub-component Missing Words. The percentage of secondary school students committed errors for the sub-component Missing Words was calculated and presented in Table 11.

Table 11

Analysis of Difficulties in Missing Words

Item no.	Sub- component	No. Of students committed Errors	Percentage
41		398	66.33
42		444	74
43	Missing words	216	36
44		199	33.16
45		434	72.33

The sub component Missing words consists of five items. Table 9 reveals that out of 600 secondary school students, only 66.33 percent of students committed errors for Item No.42. For the Item No.43,Item No.44 and Item No.45 , the errors committed by the secondary school students are only 36 percent, 33.16 percent and 72.33 percent respectively. It is also evident among the five items under the sub component Missing words the maximum number of students (444) committed errors is for Item No.42. Thus, it is can be inferred that for the sub component Missing words the errors committed by secondary school students are high for all the five items.

The graphical representation of errors committed by secondary school students for Missing words.
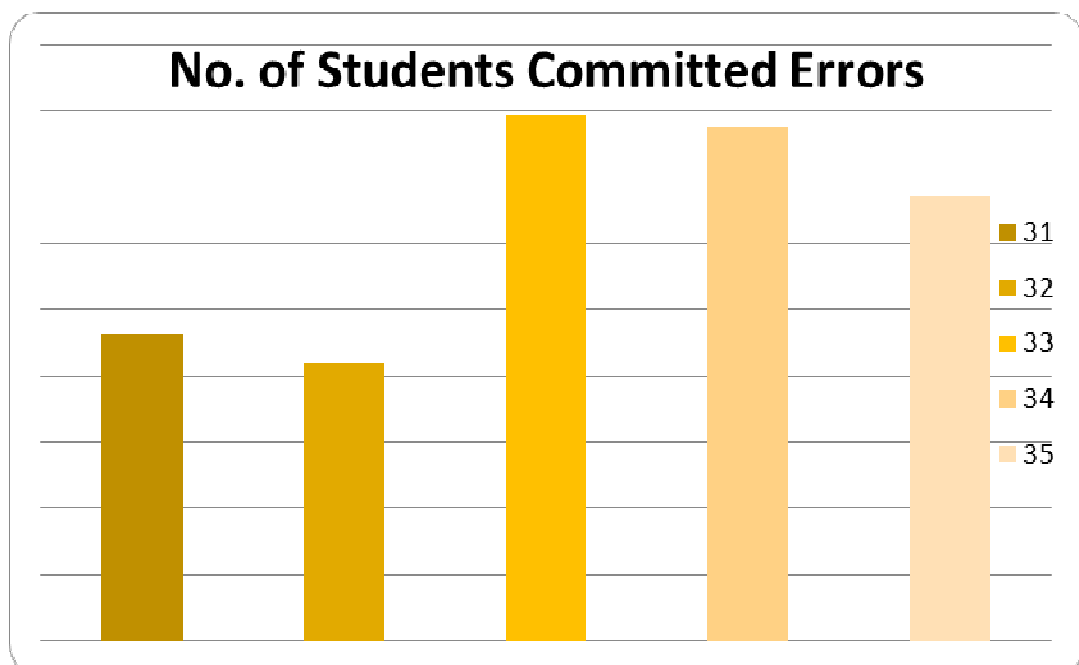
Figure 9. Graphical representation of errors for Missing words.

Analysis of difficulties in Use Correct Simile

This section deals with the analysis of Errors committed for the sub-component Use Correct Simile. The percentage of secondary school students committed errors for the sub-component Use Correct Simile was calculated and presented in Table 12.

Table 12

Analysis of Difficulties in Use Correct Simile

Item no.	Sub- component	No. Of students committed Errors	Percentage
46		302	50.33
47		240	40
48	Use correct simile	184	30.66
49		217	36.16
50		316	52.66

The sub component Use correct simile consists of five items. Table 10 reveals that out of 600 secondary school students, only 50.33 percent of students committed errors for Item No.46, and only 40 percent of students committed errors for Item No. 47. For the Item No.48,Item No.49 and Item No.50, the errors committed by the secondary school students are only 30.66 percent, 36.16 percent and 52.66 percent respectively. It is also evident among the five items under the sub component Use correct simile the maximum number of students (316) committed errors is for Item No.50.Thus,it is can be inferred that for the sub component Use correct simile the errors committed by secondary school students are average for all the five items.

The graphical representation of errors committed by secondary school students for Use correct simile is given in Figure 10.
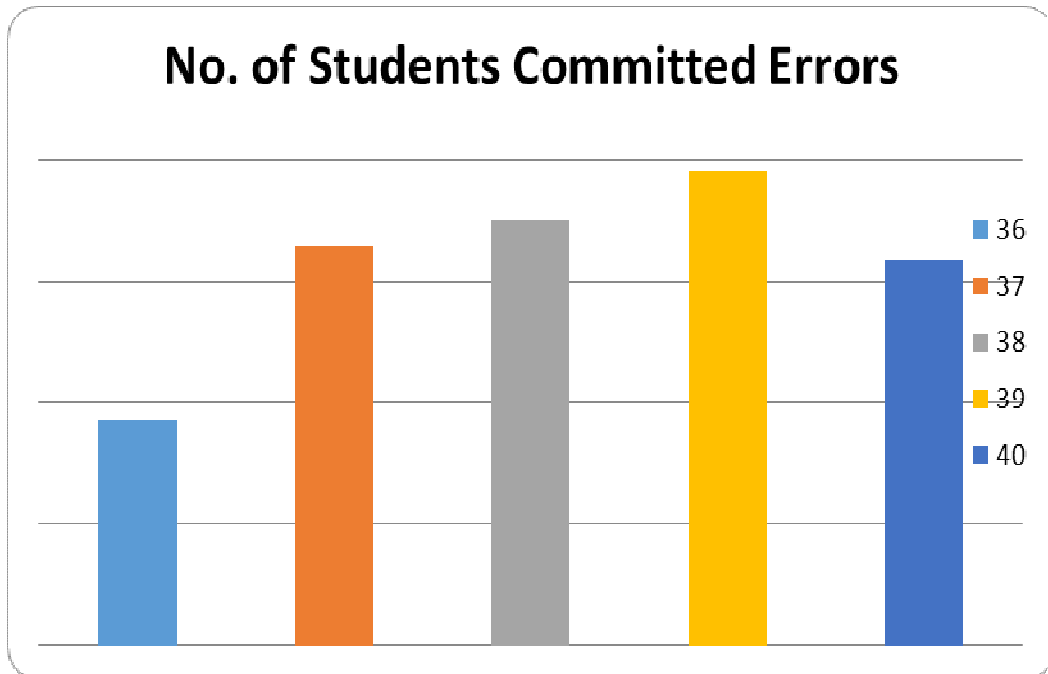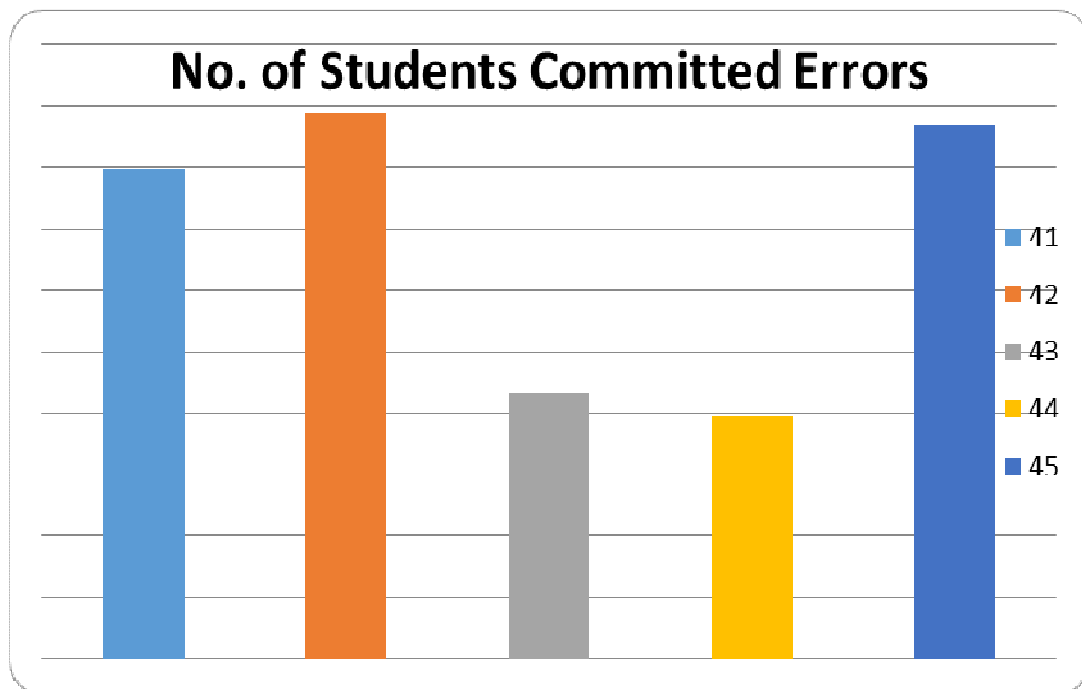

Figure 10. Graphical representation of errors for Use correct simile.

Analysis of Difficulties in Written English for Punctuation

This section deals with the analysis of difficulties in written English for punctuation. The component punctuation consists of 10 items from Use Correct punctuation. The percentage analysis of writing difficulties in English by secondary school students for punctuation are described under the following heading.

Analysis of difficulties in Use Correct punctuation

This section deals with the analysis of Errors committed for the sub-component Use Correct Punctuation. The percentage of secondary school students committed errors for Use Correct Punctuation was calculated and presented in Table 13.

Table 13

Analysis of difficulties in use correct punctuation

Item no.	Component	No. Of students committed Errors	Percentage
51		167	27.83
52		219	36.5
53		199	33.16
54		195	32.5
55	Use correct	204	34
56	punctuation	203	33.83
57		303	50.5
58		385	64.16
59		228	38
60		379	63.16

The   component   Use correct punctuation   consists of   Ten items. Table   11 reveals that out   of 600 secondary school students, only 27.83 percent of students committed   errors for Item No.51, and   only 36.5 percent of students committed errors for Item No.52. For the Item No.53, Item No. 54 and Item No.55, the errors committed by the secondary school students are only 33.16 percent, 32.5 percent and 34 percent respectively. For the Item No.56, Item No. 57, Item No.58 ,Item No.59 and Item No.60, the errors committed by the secondary school students are only 33.83 percent, 50.5 percent, 64.16 percent, 38 percent and 63.16 percent respectively. It is also evident among the Ten Items under the component   Use correct punctuation the maximum number of students (385) committed errors is for Item No.58.Thus, it can be inferred that for the component Use correct punctuation the errors committed by secondary school students are high for all the Ten items.

The graphical representation of errors committed by secondary school students for Use correct punctuation is given in Figure 11.
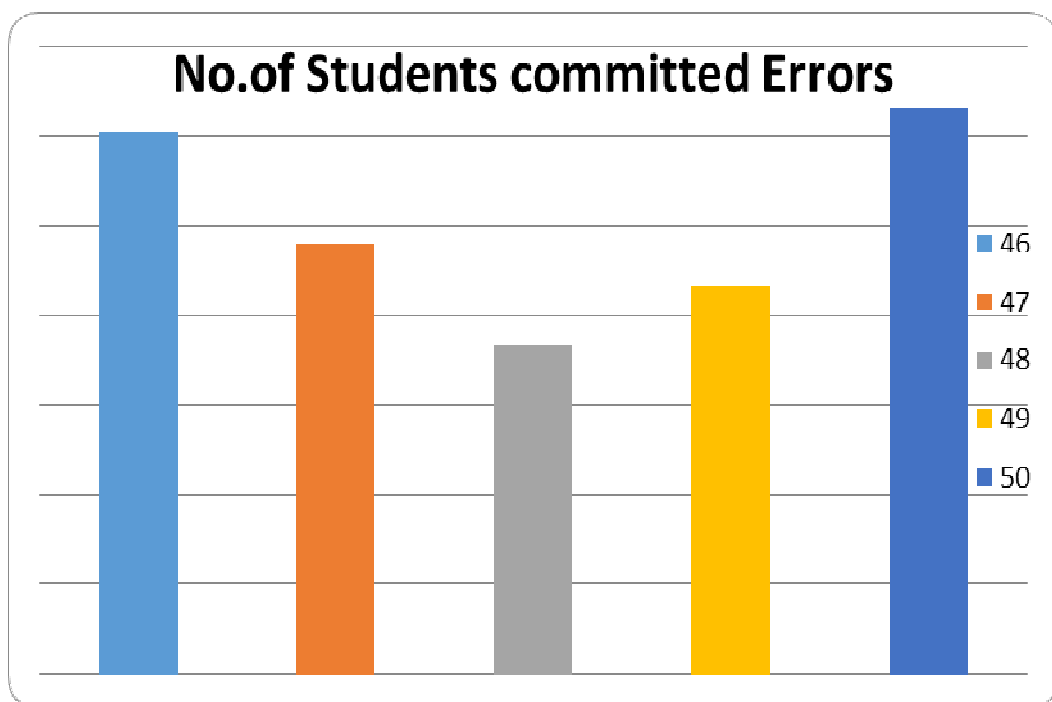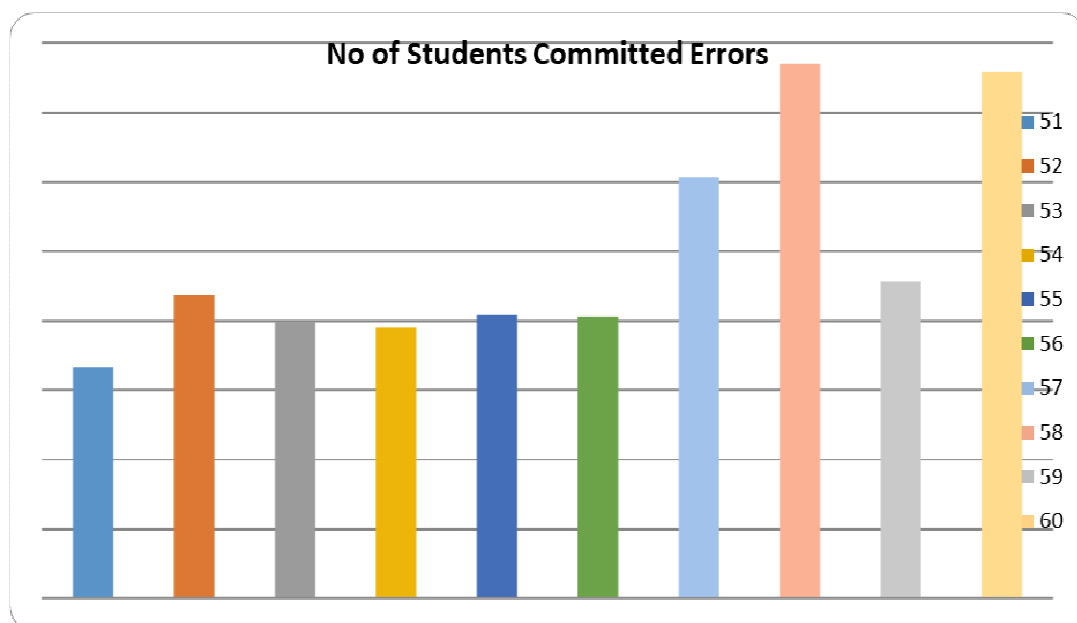

Figure 11. Graphical representation of errors for Use correct punctuation.

Conclusion

This study conducted to find out writing difficulties in English among secondary school students of Wayanad district based on three components such as spelling,vocabulary and punctuation. Statistical analysis of the study was done by using percentage analysis. The writing difficulty under the sub component Identify incorrectly spelled words the maximum number of students (393) committed errors for Item No.11.It reveals that out of 600 secondary school students, there are 65.5 percent of students committed error in the area of Spelling. It is the highest percentage of error in this area. For the Item No.33 the errors committed by the secondary school students are only 5.5 . It is the lowest percent of error in this area.

The writing difficulty under the sub component Missing words ,the maximum number of students (398) committed errors for Item No. 41. It reveals that out of 600 secondary school   students, there are 66.33 percent   of students committed errors in the area of Vocabulary. It is the highest percent of error in this area.For the Item No.32, the errors committed by the secondary school students are only 14 percent. It is the lowest percent of error in this area.

The writing difficulty under the ccomponent Use correct puntuation , the maximum number of students (385) committed errors for Item No.58.It reveals that out of 600 secondary school students, there   are 64.16 percent of   students committed errors in the area of Use correct Punctuation.It is the highest percent of error in this area. For the Item No.51, the errors committed by the secondary school students are only 27.83 percent. It is the lowest percent of error in this area.

This study reveals that the maximum number of students committed errors in the area of Vocabulary. Among the 600 secondary school students there are 398 secondary school students committed error in this area.

SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS

- ❖ Study in Retrospect
- ❖ Major Findings
- ❖ Scope and limitations of the study
- ❖ Educational implications for the Study
- ❖ Suggestions for further Research

SUMMARY, FINDINGS AND SUGGESTIONS

This chapter is the concluding part of the research report, which explains briefly the entire process of the present research work. The various stages of the study such as the study in retrospect, major findings emerged from the study, conclusions arrived and educational implications of findings and suggestions for further research are described.

Study in Retrospect

This section tries to make a retrospective study of the title, variable, objective, methodology, sample, tools and statistical techniques used for the study.

Restatement of the Problem

The problem is entitled as 'WRITING DIFFICULTIES IN ENGLISH AMONG SECONDARY SCHOOL STUDENTS OF WAYAND DISTRICT'

Variable

The only variable of the study is 'writing difficulties in English'

Objectives

*   To identify the writing difficulties in English among secondary school students of Wayanad district for the components

   1.   Spelling.

2.   Vocabulary.

3.   Punctuation.

*   To suggest possible remedies to remove the writing difficulties in English among secondary school students of Wayanad district.

Methodology

In the present study the investigator has adopted the survey method to analyze the objectives of the study

Sample

For the present study the investigator collected data from a sample of 600 secondary school students of Wayanad district

Tool

The tool used for conducting the study was 'A diagnostic test on writing difficulties in English'

Statistical Technique Used

Percentage analysis was used to analyze the data

Major Findings

With the help of the diagnostic test on writing difficulties in English, the investigator tried to identify the areas of writing difficulty of students in English. The percentage analysis/ states that there are most of the students are committed

mistakes in the areas of spelling, vocabulary and punctuation.   Following are the major findings obtained after analysis of the collected data.

1.   The writing difficulty under the sub component Missing words,the maximum number of students (398) committed errors for Item No. 41. It reveals that out of 600 secondary school students, there are 66.33 percent   of students committed errors in the area of Vocabulary. It is the highest percent of error in this area. For the Item No.32, the errors committed by the secondary school students are only 14 percent. It is the lowest percent of error in this area.

2.   The writing difficulty under the sub component Identify incorrectly spelled words the maximum number of students (393) committed errors for Item No.11.It reveals that out of 600 secondary school students, there are 65.5 percent of students committed error in the area of Spelling. It is the highest percentage of error in this area. For the Item No.33 the errors committed by the secondary school students are only 5.5 . It is the lowest percent of error in this area..

3.   The writing difficulty under the component Use correct punctuation , the maximum number of students (385) committed errors for Item No.58.It reveals that out of 600 secondary school students, there are 64.16 percent of students committed errors in the area of Use correct Punctuation. It is the highest percent of error in this area. For the Item No.51, the errors committed by the secondary school students are only 27.83 percent. It is the lowest percent of error in this area.

4.   Use of spelling and punctuation are less difficult to students. They made less error in these areas.

5.   Most of the students can complete the questions of Vocabulary even though some of them made mistakes.

6.   Finding the correct punctuations is seems to be easy for the students after giving many items of that type.

Scope and Limitations of the Study

The present study is conducted to identify the writing difficulties in English among secondary school students. The study was conducted on a sample of 600 students studying in standard 8th of secondary schools in Wayanad district.

Even though much precaution was taken to make the study as accurate as possible, there are some limitations too. Some of them are,

1.   The sample selected for the study was confined to one district only.

2.   The sample consists of only 600 students studying at standard 8th of secondary schools in Wayanad district.

Educational Implications

The investigator conducted the present study with a view to improve the English writing skills of secondary school students by locating the difficult areas of students while writing English and to suggest some remedies. This study will help

the teachers in giving more stress to the difficult areas and in designing learning experiences to overcome the difficulties.

In the process of English language learning writing skill development is more important. Because of various reasons most of the students are making mistakes in writing English. To improve the writing skills   pay more attention to spelling, vocabulary and punctuation. This study reveals the difficulty level of the students in the area of spelling, vocabulary and punctuations. A teacher can develop the writing skills of students by giving more exercises in the areas of spelling, vocabulary and punctuation .Also children can focus more on developing their own writing skills in these areas. The greatest hurdle in the process of writing English is lack of practice, ignorance and carelessness. Students should daily practice in read and write at least few passages in order to master in writing without spelling mistakes. It helps to develop their vocabulary and use of correct punctuation too. Some of the remedial measures to reduce the observed difficulties of the pupil in writing are suggested below

1.   Spelling exercises is given to the students in different stages of study.

2.   Create writing Worksheets to the students.

3.   Ask students to respond in writing to questions related to punctuation marks.

4.   Structure small group discussion around a task related to Vocabulary

5.   Spellings can be given to the students like Missing letters, Incorrectly Spelled, Find correct word etc…

6.   Spelling can be improved through given the task such as Try to create an analogy book

7.   Give a task such   as word hunt.

8.   Give exercises such as Word association to improve Vocabulary.

9.   Take a systematic approach to Vocabulary practice.

10.   Give exercises for using different punctuation.

11.   Avoid multiple Punctuation at the end of a sentence.

Suggestion for Further Research

1.   The study can be replicated on a wider sample

2.   The study can be conducted in all district of Kerala.

3.   A diagnostic study of errors in the use of Vocabulary.

4.   Same study can be replicated on higher education level.

5.   A diagnostic study of errors in the use of spelling.

6.   Same study can be replicated on another languages.

7.   A diagnostic study of errors in the use of correct spelling.

8.   Same study can be replicated under all categories of English grammar.

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APPENDICES

Appendix I

DIAGNOSTIC TEST ON WRITING DIFFICULTIES IN ENGLISH

Mrs. Rajitha K.V   **Swapna T.J**
Assistant Professor   M.Ed student
Farook Training College   Farook Training College

INSTRUCTIONS

The following is a questionnaire designed to conduct a research on language proficiency. The information you provide will not be used for any purpose. It is requested that you provide accurate information for the entire questions.

Before writing the answers, you should follow the instructions given below;

1. The answer can only be written on a given answer sheet.
2. The answer sheet should be filled in.
3. Do not write or write down any question paper.
4. The question paper and answer sheet should be returned.
5. Each type of question is clearly specified. Answer the correct answer to the question number indicated on the answer sheet.
6. All questions should be answered.

A) Circle the word that is spelled correctly for the following .

1. A) Studant,   B) Student   C) Student.

2. A) Satisfaktion,   B) Satisfactiaon,   C) Satisfaction.

3. A) Unbelievable,   B) Unbilieveble,   C) Unbeleivable.

4. A) Weekly,   B) Weakly,   C) Wackly.

5. A) Vaccum   B) Vaccum,   C) Vaccuum.

B) Choose the right word from the bracket.

6. Please give me a _____ of paper.

    (A) Peace   (B) Piece

7. She was unusually _____

    (A) quiet   (B) quite

8. I really want to _____ some weight.

   (A) lose   (B)loss

9. How much is the railway _____?

   (A) fare   (B)fair

10. _____ looks like a big rabbit.

    (A) hare   (B)hair

C) Choose word that is incorrectly spelled in the sentence

11. I played basketball , over the weakend.

    (A) basketball,   (B) Weakend

12. She bought Watermelon and Orengas from the shop.

    (A) Watermelon   (B) Orangas

13. I have three hobies; I collect coins ,I read and I knit

    (A) hobies,   (B) Knit

14. Raise your hand and don't speekout

    (A) raise,   (B) speek

15. The dog barked and howled at the cat

    (A)barked   (B) howled

D) Write the missing letters of the following

16. THO_GHTFUL.

17. OB_DIENT

18. ELECTRI_IAN

19. B_CYCLE5.

20. S_IENCE.

E) **Choose the correct words   for the following**

21. I _____ at about _____o' clock.

(A)eight   (B) ate

22 . Take these _____ books, these are _____ you.

(A) for,   (B) four

23. I will _____ you at the _____ shop.

(A) meet   (B) meat

24. You can find _____ stuff over _____

(A) there   (B) their

25. I will _____ for you to check my _____

(A) wait   (b) weight

F) **Use the words in the box as synonyms of the underlined words.**

a)Tardy   b)Toss   c) Huge   d) Chair   e) Simple

26. Is this seat free?

27. Throw me the ball.

28. They live in a big house.

29. The late arrival of John ,delayed the function.

30. All the questions in the exams were very easy.

G) **Draw lines connecting the pairs of opposites.**

A	B
31. A)Good	A) awake
32. B)Female	B) expensive
33. C)Cheap	C) succeed
34. D)Asleep	D) bad
35. E)Fail	E) male

H) Add suitable prefixes and suffixes of the following.

36. _____ happy.

37. Willing _____

38. _____ proper.

39. _____ wanted.

40. Argue_____.

I) Fill in the missing words.

41. My brother's son is my_____

a) nephew   b) cousin   c) niece

42. We paid the shop keeper_____cash**.**

a) in   b) on   c) by

43. Air pollution is one of the major_____of city life.

a) Disadvantages   b) expressions   c)attempts

44. Your shoes are ____big for me.

a)Two   b)too   c)to

45. Please _____ the television and do your homework.

a) Put off   b) block off   c) cap off

J). Complete each simile sentence with words from the box.

a)Baby   b)Monkeys   c)Angel   d)Lion   e)Dogs

46. The young girl as brave as a -------------

47. My aunt sings like an ----------------

48. The Comedian is as funny as a barrel of ----------------

49. The siblings fought like Cats and ------------

50. My house is as clear as a ------------------

K) Add suitable punctuation marks of the following

51. Red blue and yellow are the primary colours

    a) ,   b) .   c) ;

52. Sit up straight

    a) :   b) .   c) ;

53. To whom it may concern

    a) :   b) ;   c) ?

54. Did you understand why I was upset

    a) ?   b) .   c) ,

55. What a beautiful flower

    a) ?   b) !   c) -

56. Raju said to Ramu,Rahul is a nice boy

    a) " ''   b) ,   c) _

57. I like playing with my friends Sonu and Sameer

    a) -   b) ,   c) !

58. The teacher said "work hard"

    a) .   b) :   c) ;

59. Can she speak Japanease

    a) ?   b) !   c) .

60. Oliver Twist is written by Charles Dickens

    a) -   b) " "   c) ' '

The present is conducted to identify the writing difficulties in English among secondary school students. The study was conducted on a sample of 600 students studying in standard 8th of secondary schools of Wayanad district.

Even though much precaution was taken to make the study as accurate as possible, there are some limitations too. Some of them are,

1. The sample selected for the study was confined to one district only.

2. The sample consists of only 600 students studying at standard 8th of secondary schools of Wayanad district.

APPENDIX II

RESPONSE SHEET

Name of the school : ....

Class : ....Male ☐ Female ☐ Government ☐ Aided ☐ Unaided ☐

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

6	A	B
7	A	B
8	A	B
9	A	B
10	A	B

11	A	B
12	A	B
13	A	B
14	A	B
15	A	B

16	A	B
17	A	B
18	A	B
19	A	B
20	A	B

21	A	B
22	A	B
23	A	B
24	A	B
25	A	B

26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E

29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E
32	A	B	C	D	E
33	A	B	C	D	E
34	A	B	C	D	E
35	A	B	C	D	E

36	A	B
47	A	B
38	A	B
39	A	B
40	A	B

41	A	B	C
42	A	B	C
43	A	B	C
44	A	B	C
45	A	B	C

46	A	B	C	D	E	F
47	A	B	C	D	E	F
48	A	B	C	D	E	F
49	A	B	C	D	E	F
50	A	B	C	D	E	F

51	A	B	C
52	A	B	C
53	A	B	C
54	A	B	C
55	A	B	C
56	A	B	C
57	A	B	C
58	A	B	C
59	A	B	C
60	A	B	C