

## **A Study of Problems by Urdu Medium High School Studentss of Vijaypur City in Relation to Writing of English**

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### **Abstract**

*This research study was conducted to explore and analyze the writing difficulties in English faced by the Urdu medium school students. It is generally felt that learning of English varies in different context. Learners having background of Urdu differ on account of learning achievements. An experimental research was carried out to know the effect of training on English writing and also to know the difference in effect of Government and private school training. This study was conducted in Urdu medium high schools of Vijayapur city. The results revealed that there was an effect in training on English writing.*

Reference to this paper should  
be made as follows:

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*A Study of Problems by Urdu  
Medium High School Studentss  
of Vijaypur City in Relation to  
Writing of English,*

RJPSSs 2017, Vol. 43, No.2,  
pp. 132-135,  
Article No. 17 (RJ1933)

Online available at :  
[http://anubooks.com/  
?page\\_id=2012](http://anubooks.com/?page_id=2012)

### **Introduction:**

Language is a means of communication which plays an important role in human life and essential for human society. There are many languages and among those languages English is the most common and popular language. During the last three decades there has been an increase in number of educational institutions at all levels but, there is a fall in the educational standards and English language teaching in particular. English is an international language, which plays significant role in the communication not only between different individuals but also between different countries of the world. In India English is considered as second language. The schools where English is taught as second language, students face a lot of problems in reading and writing English.

Writing is a literacy skill and a complex form of self expression. It is an exhibition of cognitive, visual, conceptual and motor potentials (C. Mercer, & A. Mercer, 2004). Writing is much difficult than listening, speaking and reading (Dixon & Nessel, 1983).

Nunan (1989) argues that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. These factors vary from academic background and personal interest of the writer to various psychological, linguistic and cognitive phenomena (Dar and Khan 2015)

Writing is an important skill for language production. However, it is considered a difficult skill, particularly in English as a second language (ESL) context where students face many challenges in writing. These challenges are influenced by various factors including untrained teachers, ineffective teaching methods and examination system, lack of reading and writing practice, large classrooms, low motivation and lack of ideas.

### **Methodology:**

The present study comprises of Experimental type of research. The population selected for this study was 8<sup>th</sup> standard students of Urdu medium high schools of Vijayapur city, where English is taught as second language. Total 80 students were taken from private and government schools.

### **Objectives of the Study:**

- To know the effect of training on English writing.
- To know the effect of training on Urdu medium school students in English writing in Government and Private school.

### **Hypothesis of the Study:**

- There is no significant effect of training in writing of English in Urdu medium school students

· There is no significant difference in training in writing of English in Government and Private school

### **Method of the study**

The present study comprises of Experimental type of research.

### **Population and Sample of the study**

The population selected for this study was 8<sup>th</sup> standard students of Urdu medium high schools of Vijayapur city, where English is taught as second language. Total 80 students were taken from two Private (40) and two Government (40) schools.

### **Tools used for the study**

The investigator constructed questionnaire for this study to identify the problems in writing of English. The questionnaire consisted 5 main items namely join sentences, use punctuation marks, make sentences, preposition and dictation words.

### **Method of data collection:**

The investigator takes a pre test and post test to check the improvement of the students after teaching. Bilingual method was used for teaching in which the mother tongue Urdu is used to give the meaning of English words and sentences.

### **Result:**

#### **Null Hypothesis 1**

There is no significant effect of training in writing of English in Urdu medium school students

**Table 1**

| <b>Effect of training in writing of English</b> |      |                    |           |                    |                       |
|---|------|--------------------|-----------|--------------------|-----------------------|
| Test  | Mean | Standard Deviation | 't' value | Obtained 't' value | Level of Significance |
| <b>Pre</b>                                      | 23.2 | 4.81               | 2         | 8.75               | Significant at 0.05   |
| <b>Post</b>                                     | 30.2 | 5.49               |           |                    |                       |

The above table reveals that the obtained 't' value is greater than the table 't' value. So the null hypothesis is rejected and research hypothesis is accepted. Hence, it is concluded that there is significant effect of training in writing of English in Urdu Medium School students.

#### **Null Hypothesis 2**

There is no significant difference in training in writing of English in Government and Private school

**Table 2**  
**Difference in Government and Private schools in training in reading of English**

| Test        | Mean | Standard Deviation | 't' value | Obtained 't' value | Level of Significance at 0.05 |
|-------------|------|--------------------|-----------|--------------------|-------------------------------|
| <b>Pre</b>  | 6    | 2.44               | 2         | 6.75               | Significant                   |
| <b>Post</b> | 7.35 | 2.71               |           |                    |                               |

The above table reveals that the obtained 't' value is greater than the table 't' value. So the null hypothesis is rejected and the research hypothesis is accepted. Hence, it is concluded that there is a significant difference in Government and Private school in training in writing of English

**Conclusion:**

In India even though English is being taught as the second language in schools with all effective methods and strategies, we find a lot of mistakes and errors committed by the pupils while learning. This study suggests that the English language teachers should be more oriented towards the techniques of teaching English. Lack of interest may also create difficulties in writing. More writing practice is required to be given to the students.

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