



“A Study Of Writing Difficulties In English Language Among Vii Grade Children Of Kannada Medium School In Davangere City”.

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Abstract

Language is the primary medium of human communication through which ideas and experiences are expressed using a system of conventional symbols. Among the four fundamental language skills—listening, speaking, reading, and writing—writing is considered the most complex and is generally acquired last. Writing plays a vital role in effective communication, particularly in conveying ideas to distant readers, and it fosters clarity, accuracy, responsibility, and precision in expression. Despite its importance, many students experience significant difficulties in writing, especially at the upper primary level.

The present study focuses on identifying the writing difficulties of VII grade students studying in Kannada medium schools, with specific reference to handwriting and spelling in the English language. The objectives of the study were to ascertain the nature of writing difficulties, analyze difficulties in script and cursive handwriting with respect to gender and type of school

Keywords: Writing difficulties, Need and Importance of the study, Objectives of the Study, Analysis and interpretation of data, Educational implication

Language is the predominant tool of human communication. It is a code where by ideas about the worlds are represented through a conventional system of arbitrary signals for communication. Language skills enable children to express themselves accurately and communicate properly. For a successful living in the present situation all the four skills (Listening, Speaking, Reading, and Writing) are essential. In these four skills writing is the important form of communication, and is the hierarchy of language abilities it is usually the last to be learned. A major function of writing is to communicate to distant reader and it is an effective means of developing and sustaining an awareness of reader’s needs. It enables pupils to write different scripts in a proper way and spell correctly. Writing skill will definitely improve the students’ abilities to express themselves clearly. In writing pupils are encouraged to be responsible, thoughtful and precise.

Need and Importance of the Study

The major objectives of language teaching are: to develop the skills of communication, to make use of spoken as well as written forms of language. The writing skill is considered as one of the most important skills that a person has to acquire. While teaching a language the students are expected to write clearly and express themselves accurately. By knowing the common difficulties that are faced by children a teacher can promote good writing ability free from errors. Only when the teachers and teacher educators are aware for these difficulties, they can provide remedial measures.

There have been a number of studies conducted for identifying the errors in the writing and only a few studies have been done to identify the writing difficulties faced by primary school children, especially the difficulties faced by students of Kannada medium schools. So the present study is focused on the writing difficulties of the VII grade children of Kannada medium schools.

Objectives of the Study:

1. To ascertain the writing difficulties of VII grade students in English language in terms of handwriting and spelling.
2. To analyze their difficulties in script handwriting with respect to gender and type of schools.
3. To examine students difficulties in cursive handwriting with respect to their gender and type of schools.

Selection of the Sample:

The sample for the study was selected from Davangere city. Totally four schools were selected from the Davangere city, in which includes two private and two government schools. While selecting the schools, the feasibility to administer the tool and the co-operation from the school administrators keeps in mind.

All together 63 students studying in VII grade private schools and 67 students studying in VII grade government schools. So totally 130 students are selected for the study.

Tool Used:

The investigator used Zaner-Bloser evaluation scale for checking the handwriting difficulties. The tool was modified to suit the VII grade children.

Analysis of Data

The objective of the study was to identify writing difficulties experienced by VII grade children; qualitative analysis is used for this purpose. This is done by item analyses in which percentage of difficulty faced by the students in each item are calculated. Based on the percentage, difficulties faced by the students are identified.

Analysis and interpretation of data

The first section deals with the identification of specific writing difficulties with reference to handwriting and spelling. Here the types of errors and percentage of students committed the errors and presented under different subgroups.

Identification of writing difficulties faced by VII grade children

Item analysis in terms of percentage in handwriting

Sl. No	Types of errors	Total sample	Private	Boys	Girls	Govt	Boys	Girls
1.	Position of hands, arms Body or paper a) In correct	37.66	36.51	77.78	29.73	38.81	38.47	39.29
2.	Size of writing							
	a) Too large	31.12	30.16	30.77	29.73	32.09	26.93	39.29
	b) Too small	13.98	18.26	24.16	17.57	9.71	10.26	8.93
	c) Carrying in size	52.15	46.83	44.24	48.65	57.47	62.83	50.00
3.	Proportion							
	a) not primarily (half whole relationship)	81.15	80.96	84.62	78.38	81.35	85.9	75.00
	b) Changing	78.32	73.81	82.7	68.92	82.84	80.77	87.5
4.	Slant of writing							
	a) Too slanting	35.83	25.4	28.85	22.98	46.27	50.00	41.08
	b) Too vertical	49.28	50.8	61.54	56.76	47.77	47.44	48.22
5.	Form of letters							
	a) Poor circles	21.02	16.66	5.77	24.33	25.38	24.36	26.79
	b) Places illegible	84.65	85.72	94.24	79.73	83.59	92.30	71.43
	c) Poor straight strokes	51.72	45.24	51.93	40.55	58.21	62.83	51.79
	d) Capital letters weak	11.06	7.94	5.77	13.52	14.18	12.83	16.08
6.	Spacing							
	a) Within letters poor	28.35	24.61	26.93	22.98	32.09	32.06	32.15
	b) Between letters poor	75.10	65.88	67.31	66.22	84.33	89.75	76.79
	c) Between words poor	53.52	55.55	65.39	50.00	51.5	57.7	42.86

	d) Between lines poor	12.55	7.94	13.47	4.06	17.17	23.08	8.93
7.	Fluency							
	a) Too fast	28.7	23.81	21.16	29.73	33.59	24.36	46.43
	b) Too slow	25.79	26.2	40.39	22.98	25.38	26.93	23.22

Findings from the above table:

1. The major types of handwriting difficulty faced by the total sample are in proportion, many of the students are not able to maintain half to whole relationship in the letters.
2. Another major type of handwriting difficulty faced by the total sample are in the form of letters. Many of them are unable to give proper placing and exhibited poor straight strokes.
3. Another major area of writing difficulties faced by the total sample are poor spacing between letters and poor spacing between words.
4. Government students faced more difficulty in proportional area than the private students.
5. Private school boys are faced more incorrect position of hands than the government school boys.
6. In the size of writing, especially in varying in size, government school boys faced much difficulty than the government school girls.
7. The less problematic area is, only minimum students wrote very small size of letters. There is no problem in form of capital letters and maximum students maintained good spacing between lines.

Pattern of errors

1. Wrong position of hand and body and holding of pen were found both groups studying in government and private schools. There is no significant difference between these group nor between boys and girls. The errors committed by students may be because of the lack of proper furniture facilities or lack of proper guidance from the past teachers, therefore they develop improper postures.
2. Children errors this item that may of their writing appeared too large. Most of their strokes are free which shows that they have not yet master the control over the finer muscles.
3. Children in all groups' committed errors related to proportion. The letters of most of students are varying proportion.
4. Too slanting was considered as an error which was found among many students wrote either too slantly or too vertically.
5. Students fund it difficult to write the cursive letters in proper way.
6. Some children wrote the words without proper space between words. Even though they are provided with ruled papers, they did not write on the line. They couldn't leave proper space between lines.
7. Only few children could write very fast almost all are in moderate fluency.
8. In their cursive letters the most common mistakes were 'l' like 't', 'e' like 'i' i.e., the top loops were closed. A small number of students wrote the 'i' like 'l' without proper height.
9. The other mistaken letters are 'n' like 'u', 'c' like 'i' the letters were not formed well.

Educational implication

The educational implications of the study are

- i) The identification of difficulties and assessment helps the teachers to know the areas of the difficulties faced by students in writing. So that they can use appropriate instructional methods and other remedial measures for those children with writing difficulties.
- ii) The main causes of some difficulties are lack of guidance from the teachers. The teachers are also unaware of suitable methodologies for developing proper methods or writing. So proper writing skills should be taught at teacher training level [Both pre-service and in-service]

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