



RESEARCH PAPER

Condition of Paragraph Writing Skills in Private Sector Schools of Islamabad at Primary Level

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ABSTRACT

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The major objective of this research was to find the Condition of paragraph writing skills in private school of Islamabad at primary level. The design of this study was a survey to assess the paragraph writing skills of students of Grade 3 in private schools. Grade 3 students of a private school were selected for this research. Nine boys and eight girls were selected as sample. During survey, the students were asked to select any four topics and write a paragraph on them. They were given the time of 90 minutes to complete this task. The data analysis was done by the software SPSS 22. The reliability of test was determined by reliability analysis. The scoring rubrics were used to analyze the paragraph writing. It was recommended that the paragraph writing might be better if the improvement in teaching method is improved like communicative approach.

Introduction

During third grade, children are really flexing their “idea” muscles and learning to express those ideas in more sophisticated ways. Sentences are getting longer and more complex. Children are learning to use a dictionary to correct their own spelling. Grammar improves; for example, you'll see appropriate punctuation, contractions, and correct subject-verb agreement. Third graders can write an essay with a simple thesis statement, examples and supporting details, and a thoughtful concluding sentence. They are building skills in the writing process – research, planning, organizing, revising, and editing (with help from teachers and peers). This research was conducted to observe third grade students of private school of Islamabad that if they are able to write any four paragraphs from given topics with minimum mistakes.

Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Not only English speaking

countries use English as a communication tool. It is an international language. English also has four basic skills of listening, writing, speaking, reading & writing. Ahmad (2011) says "Every bone and fiber of your being is affected in some way as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting". Traditionally fluency is tagged with the speaking skill and is ignored while dealing with other skills but although writing skill takes more time in learning and producing yet it should be as fluent as the other skill (Samiullah, 2015). Writing is mental activity, (Rashid, 2012) pointed out that Pakistani students lacked in analytical, reflective, and critical skills because they memorize the concepts for examination purposes. Writing is a productive and active process of the mind by which the writer creates meaning" (Williams, 2015). Davies & Pears (2000) described that listening & reading are responsive & receptive competencies; while speaking & writing are productive competencies. Ahmad and Rao (2013) conducted a study to see the effectiveness of CLT in comparison with GTM and to see the perception of Pakistani Teacher towards CLT, found the results of CLT better than GTM in teaching English in Pakistan also noticed willingness of teachers for its implementation in the classroom due to its positive impact in increasing learners' communicative ability and motivation for learning. One of the studies of Fazalur Rahman & Hashmi (2019) showed that the use of multiple teaching techniques has a positive impact on development of English writing skills of students. (Philip, 2016) described that the adoption of CLT was in response to the dissatisfaction with traditional GTM and is successful in developing writing skills in EFL context. Swarts (2017) referenced that writing as a procedure divided into arranging and writing a draft, reacting, reviewing, altering, assessing and distributing. The last stage of writing is when the writer decides how to present his writing to the readers (Cohen, 2014).

Literature Review

Paragraph writing is a subject which is taught in most English writing in different classes (Zemelman et al., 1998, p.63). Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others. Writing is a complex process that requires proper skills which can be improved by using communicative approach. Learner can produce the written text in many different forms to facilitate the communication (Hammer, 2006). Jin (2009) described that communicative procedure is initiated through the exposition of dialogue to promote the determination in learner for the discussion about topics or setting. Authentic communication is a key to achieve success in learning in real life situations (Felder & Brent, 2009). In one of the study by Panhwar et al (2017) concluded that CLT is a very useful approach and shouldn't be ignored and be adapted to make the learning of language more effective than the traditional method. Engagement of learner in communicative activities at least to try to express ideas, may be use of the language incorrect can improve fluency (Richards, 2006). Another study describes that Communicative language teaching focuses on developing the ability of communication in learners in real life situations. It focuses on meaning rather than accuracy (Richards and Rodgers, 2001). (Dumitrescu et al., 2015) found that in his

experimental study that the topics of students' own interest are very helpful in improving functional writing skills. The main goal of the CLT is the communicative competence which helps in developing confidence and command over language use that can be sum up in a small phrase "using language for learning". Dash & Dash (2007) approved that it is vital to winding up particularly skilled at these attitudes for introducing a language in ones' habits thoroughly. Purcell, Buchanan & Fried (2013) explained written work is a source to show thoughts on a bit of paper. Bok (2009) added that writing must have clearness, depth, compactness, accuracy and certainty. (Johan, 2019) found that teachers traditional beliefs and failure in contextual adjustment in curriculum as main causes of gap between intention and practices of CLT in Bangladesh. Samiullah (2019) reported positive impact of CLT on creative writing skills of secondary level students. In another study (Samiullah et al., 2019) found that CLT has significant effect on descriptive writing skills of secondary level students. Samiullah (2020) reported remarkable effects of Communicative approach on teaching Narrative writing at secondary level. (Hosen, 2015) states about CLT an improvisatory, innovative and inclusive approach contains all the useful strategies required for acquisition of communicative competence. . In another survey study by Mehtab (2012) discovered great enthusiasm among teachers and students for communicative approach and considers its adaptation a real challenge for administration teachers and the policy makers. If we conclude above discussion, we can say that CA is latest & comprehensive approach which teacher can use for grade three students for improving their skill of paragraph writing skills effectively.

Material and Methods

The method and procedure adopted in this study is mentioned here in below:

Design

This experimental study adopted "survey" design. The paragraph writing test was followed with its evaluation in the light of scoring rubrics.

Sampling/Sample

Convenience sampling technique was adopted to select the sample of the study. The sample of study comprised students of class 3 studying in private school of Islamabad. The researchers did not disturb the timetable of respective school so a whole classes were selected for the purpose of this research.

Instrument

The data of this study was collected from achievement test scores by administering one test only to assess the paragraph writing skills. as Pre-test and Post-test. Beside basic cognition/knowledge area, the test also contains questions that assess originality of the students' ideas. The reliability of test was calculated as

0.88 and the test was validated by a group of specialists in Allama Iqbal Open University Islamabad.

Results and Discussion

The t-test was executed for analysis of data through SPSS software. The data were analyzed in the tables ahead. The data were analyzed with the help of mean scores as ahead. Following is the result of this research:

S.NO	STUDENTS NAME	Question no 1			Question no 2		
		vocabulary	mechanics	grammar	vocabulary	mechanics	grammar
1	Husnain Khan	2	3	2	2	2	2
2	Abiha Amir	2	3	3	3	2	2
3	Hassan Ameer	1	2	2	2	2	3
4	Aleena Farooq	3	1	3	2	3	3
5	RaahemZarif	3	2	2	3	2	3
6	FabehaMunif	2.5	3	2	3	2	3
7	Radiya Amir	0.5	0.5	0.5	0.5	0.5	0.5
8	Abdullah Karim	2	2	2	3	2	2
9	Hamna Khan	2	3	2	1	3	3
10	MunimaWasif	2	3	2	2	3	2
11	Moosa Khan	3	3	2	3	3	2
12	Rania Sultana	3	2	3	2	2	3
13	Ibrahim Nasir	3	2	3	3	2	3
14	Hashim Karim	2.5	3	3	3	2.5	3
15	Fatima Imran	3	2	2	1	1	2
16	Mustafa Imran	3	3	3	3	2.5	3
17	Armaghan Khan	3	2	2	2	3	2
Total :		40.5	39.5	38.5	38.5	37.5	41.5
Average		2.38235	2.3235294	2.2647059	2.2647059	2.205882	2.441176

Question no 3			Question no 4			Grand Total
vocabulary	mechanics	grammar	vocabulary	mechanics	grammar	
2	2	2	2	3	2	26
3	2	2	2	2	2	28
2	3	2	0.5	0.5	0.5	20.5
2	2	2	2	1	2	26
2	2	2	3	2	2	28
3	2	2	3	2	3	30.5
0.5	0.5	0.5	0.5	0.5	0.5	6
2	2	2	2	2	3	26

2	3	3	3	2	2	29
3	2	2.5	3	3	2	29.5
3	2.5	3	3	3	2	32.5
3	2	3	2	2	3	30
2.5	3	3	2	3	3	32.5
2.5	3	3	3	3	3	34.5
2.5	3	3	3	3	2.5	28
3	3	3	2	2	1	31.5
2.5	3	3	3	2	2	29.5
40.5	40	41	39	36	35.5	468
2.38235294	2.352941	2.4117647	2.2941176	2.1176471	2.0882353	27.52941176

Findings

These findings were observed from the analysis of the data:

- Out of 17 some of the students were having difficulty in paragraph writing. Rest of them performed very well
- They were given numbers out of 3 for each segment which included vocabulary mechanics and grammar for each paragraph out for which on average the score was more than 2
- The total number for each student was out of 36 the results showed the performance of students **27.52** on average

Conclusions

- Overall result of student was very good
- On average the paragraph writing skills of students of grade 3 of private school is dependent on creative/communicative teaching as observed in private sector schools of Islamabad.
- Their vocabulary, mechanics and grammar of paragraph writing skills of students was assessed as better than students of government schools who cram as identified in literature.

Recommendations

1. The paragraph writing skills of students of grade 3 of private school is dependent on creative/communicative teaching as observed in private sector schools of Islamabad. Therefore for satisfactory/better level of paragraph

writing skills, communicative and creative teaching should be opted by all the teachers in private and government school teachers.

2. Their vocabulary, mechanics and grammar of paragraph writing skills of students was assessed as better than students of government schools who crammed as identified in literature. So, cramming should be avoided and communicative teaching in a creative fashion should be used in English teaching classrooms in early grades. It is recommended that an experimental research might be conducted in this regard.

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