Analyzing Students' Problematic Angularities in Writing Skills at Secondary Level EFL Classes in Pakistan

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Abstract

This research explores the problems and difficulties in the public sector schools in all the four provinces of Pakistan. This research is conducted in a shorter period of time and took hardly two months. It is observed that students face grammatical errors along with inappropriate vocabularies, translation and spelling mistakes while writing and this is one of the major problems in this area. This research is basically qualitative in nature but on the basis of quantitative data analysis of interviews and scripts help and support the researcher as well. For data collection, 10 schools from all over the country were selected for this research purpose, from every school there were 9 students were selected. Overall 90 students have remained the part of this research and they were being interviewed by the researcher. 30 separate students were selected to answer the given questionnaires and this data is being used for the script analysis. Observation has played a vital role in this process. Findings of this research present the real picture with facts and drawbacks in Pakistani education system, writing problems and inabilities which students are facing within this system. This research is helpful for the education policy makers and it has the scope for the future investigation on the larger scale to resolve such problems in the Pakistani educational institutions.

Keywords: Writing, Problems, Techniques, Limited Resources, Quality, Teachers.

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Introduction

Writing is one of the most popular ways of expressing emotions and thoughts. Through writing people can take time and can state their emotions clearly. Moreover, writing tasks are applied broadly during language practice for learning foreign languages. Yet, students of all levels face many problems while writing any task. Though writing is one of the best ways of expressing thoughts, students often cannot make sense or convey the meaning to the reader through their writing tasks. Tirumalesh suggested some reasons why people have limited knowledge about English writing. "Lack of proficiency in the language, large classes, unqualified teachers, unmotivated novices, lack of resources became the part of the etiology. From his point of view, the problem can be solved by mobilizing more materials or by an appropriate use of the existing resources" (Tirumalesh, 1991, pp. 2670-2671). Moreover, at secondary level, students of Urdu medium school believe that grammatical errors hinder their writing performance more than any other problems in their second language classes. However there are many other factors which are responsible for creating writing problems in second language classes. The purpose of this study is to explore Urdu medium students' writing problems through class observation, interview and script checking of the students. Using three different formats such as, class observation, students' interview and scripts assessment the researcher tried to discover the answers.

There are two categories of writing mistakes; one is error characteristics and the other is non-error characteristics. The teachers can simply find out error characteristics from students' writing. There are eight major problems that students face in error characteristics and they are, spelling problems, pronoun usage, agreement between subject and predicate, and the avoidance of run-on sentence, capitalization, punctuation, usage of slang or nonstandard terms and modification problems. But if there is no mistake in writing still that particular writing cannot be considered as a good piece of writing. "There are some non-error characteristics which make difference between skilled writing and non-skilled writing and they are density of ideas, variety of referents and variety of expression in repeated concepts" (Marzano, 1982, pp. 408-9). Writing is just not expressing thought it is also conveying the thoughts to the reader, therefore writings should be meaningful. Flower (1979) pointed out a question that is, if writing is considered as the act of what the writer thinks or what the writer means then why writing is such a hard thing to do. Or why writers fail to communicate with the readers. The author also mentioned that writers' mental struggle and readers' misinterpretation prove that writing is just

not expressing what writers think or means it is more than that. From the authors perspective writing is just not expressing the thoughts but also transferring the thought to the readers.

"Some common problems in academic and professional writing is the absence of referent, immature and imprecise ideas, some senseless discussions and being unsuccessful to convert private thoughts into a public" (Flower 1979, p. 19).

Students' writing performances often depend on teachers. If the teachers give the students more writing tasks and make them practice writing tasks several times then students can develop their writing skill. Evans (1959) said that in school it is very common that the quality of students' writings depend on teachers' expectation. If the students were given more writing task like assignments and reports on a particular topic or themes then the students would get more opportunity to write and practice. He also stated that students' writing will be more matured as long as they will practice writing on narrowed topics and work on outlines and organize materials (Evans, 1959, p. 14).

Brown (1982), and Flower and Hayes (1977, 1980, 1981) pointed out some factors which may create problem in writing and most of the writers are not aware of those factors. From their point of view, most of the writers can be experienced or inexperienced do not follow the instruction of traditional writing textbooks. (as cited in Shah, 1986, p. 109). Teachers should give the attention to the each students based on the students' needs. Moreover, teachers should make the students clear about the subject matters; if they do so then it will help the students to find their own problems. Lagerberg (1995) emphasized on some issues like, in foreign language teaching classrooms teachers think that

"The metalanguage they use to teach students is understood by them which is a big mistake. Weaker students need more clarification and examples to get into the topic. Moreover, students need to be cleared about the topic which is taught to them by themselves first and then they can find out their own problems by themselves. Another problem is teachers try to make the students accurate in terms of using grammatical rules" (Lagerberg, 1995, pp. 114, 117).

Research Objectives

- To present the current situation of writing skills and problematic areas attached to it at school level in Pakistan.
- To highlight the grey areas of teaching methodologies and available resources.

- To investigate the neglected aspects of writing problems to take positive steps for it betterment.

Research Questions

1. Through which productive skill students feel more comfortable to express their thoughts?
2. Which is the biggest problem student's face in writing?
3. Do they consider English language as a major issue while writing?

Review Of Literature

Coe and Gutierrez (1981) identified some principles for the learners to find out their writing problems, to set their goals and to evaluate their progress.

1. Changing the process is the best way to improve the quality of written product.
2. In case of developing writing skill, active learning is more useful than passive learning and goals which are set by the students are more prone to be achieved than the goals required by the teachers.
3. Students can learn significantly from fellow students.
4. Identifying the exact problem can lead to solve the problem successfully.
5. Stating goal accurately, applying the best strategy, maintaining a perfect time frame and the ability of verifying the procedure will ensure to achieve the goal" (Coe and Gutierrez, 1981, pp. 262-263).

Ur (1996) identified that the purpose and principle of writing skill is to express ideas and convey the message to the reader. Moreover, the writers should be aware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar. These aspects are needed because in higher standards of language are usually demanded in writing than in speech. He also mentioned that more careful construction, more precise and varied vocabulary, more correctness of expression is also the important aspects of wring. When a student submits a piece of original writing then the most important thing is to see whether the ideas and events presented there is interesting and significant or not. In addition, the writer should organize his thoughts and ideas and present them through his writing in a way so that the readers can read that easily and feel pleased to read that.

Pincas (1892) stated that in product approach there are four stages to learn writing and they are familiarization, controlled writing, guided writing and free writing. In the controlled and guided stage the learners keep practicing their writing in a controlled way and eventually increase their freedom of writing until they are able to write authentic activity freely like letter or story or

essay. The product approach largely focuses on the knowledge of the learners regarding the structure of the language. This approach basically see the development of writing in terms of imitating the input that students get from their teacher in the form of text (as cited in Badger and White, 2000, p.p. 153-54).

Hedge (1988) and White and Arndt (1991) suggested that the process approach is mostly about linguistic skills like planning and drafting on the other hand this approach is less concern about grammatical rules and structure. They also mentioned four stages of process approach like prewriting, composing/drafting, revising and editing. In prewriting stage learners will think about the topic based on something which is given to them. In composing/ drafting stage learners will organize their thoughts to make a plan for describing their topic. Lastly they will revise their first draft and will modify or edit it they need it (as cited in Badger & White, 2000, p. 154).

Functional Methods In Writing Class

Grammar Translation Method (Gtm)

Freeman (2000) claimed that Grammar Translation Method focuses only teaching and learning the rules. From GTM perspective learning a language means learning all grammatical rules. In GTM accuracy is more important than fluency. Students need to learn all grammatical items correctly they do not need to be fluent in the use of grammar while talking. In GTM method deductive learning is a must, student need to learn rules and definitions first and later they learn examples. Through this method student can learn grammatical rules correctly and they do well in writing. He also claimed that this method is good for beginners and for large classes also, it required fewer resources. On the other hand, in this method the teacher is the authoritative figure to make decisions and the participation of learners is very less. "Although the GrammarTranslation Method often creates frustration for students, it makes few demands on teachers. It is still used in situations where understanding literary texts is the primary focus of foreign language study and there is little need for a speaking knowledge of the language" (Freeman, 2000, pp. 11-16).

Audio Lingual Method

Freeman (2000) claimed that there is dependence on imitation, memorization language and over learning. It drills students in the use of grammatical sentence pattern. This method talks about habit formation.

"The more students will repeat the more they will learn. They make errors due to the formation of bad habit; errors should be corrected immediately by the teacher. Positive reinforcement helps students to build right habits. Grammatical rules are taught by inductive learning rather than deductive learning (Freeman, 2000, pp. 11-16).

Students should get the chance to increase their curiosity and being ambitious. Even if they make mistakes while free writing, teachers should encourage their learning. While giving feedback teachers should draw students' attention in what they have written, that can be both right and wrong. He also pointed out that teachers need to explain frankly to the students that mistake is nothing to be ashamed of rather it plays an important role in learning.

Research Methodology

The primary focus of the researcher is to identify various types of writing problems experienced by students and also to understand the reason behind such problems. The research is based on the samples of ten schools in all the four provinces of Pakistan. The researcher found it convenient to manage the permission from the school authorities. The number of students were large in almost every class. Most classes had a typical classroom setting with seating arrangements for students facing a black board, table and chair where a teacher usually took his/her position. The teachers did ample movement during the lectures explaining various topics and also providing individual attention to students and their queries. The researcher was seated strategically in order to clearly hear the teachers and at the same time effectively observe the students. There was a sound learning atmosphere as the environment of the classrooms was very good with sufficient air, light and space. The participants of this research were the students of the class six and seven and the teachers. There were 40 to 50 students in almost every class. The researcher observed 3 classes and took interview of 9 students in every school. Two classes were observed of standard seven and one class was observed of standard six. The ages of the students were within 13 to 14 years. Most of the participants were quite helpful and were matured enough to understand the purpose of the researcher. The students' curiosity in the research led to their over excitement regarding the task and interview. As a result the teachers at times found it difficult to maintain order among the students. Nevertheless, both the teachers and the students were polite and very cooperative with the researcher. Like several other Urdu medium schools in Pakistan, the medium of instructions in this school was Urdu. A verbal feedback given was also predominantly in Urdu.

As it was already mentioned that the researcher wanted to establish a connection between students' input and output so it was mandatory for the researcher to assess some of the scripts of the students. Moreover, script checking also gave a clear view about the writing errors that students made. The researcher checked 20 scripts of those students who were the interviewees. In this research the researcher applied two types of research methodology. So the nature of research was mixed. The researcher's observation included detailed explanation of what the various classes were all about. Based on the output received the researcher had to draw a connection between what was being taught in class and the students learned, understood and could inculcate. Moreover there were interviews of students where most of the questions were open ended and students had to describe their opinions to the researcher. Moreover, the researcher has checked some of the scripts of the students and stated their problems of writing by explaining some facts.

Research Tools

The researcher used three tools in this research; class observation, students' interview and assessment of students' writing. These three tools were essential in finding out various writing problems different students experienced. Observing various classes, conducting numerous interviews and assessing scripts have all resulted in the authentic collection of information and a successful undertaking of the research. Moreover teachers' speech was also recorded in a mobile phone. Being present in the classes and observing those helped the researcher to get the information she needed to explore the writing problems of the students. The researched needed to establish a connection between what students got from the teachers as input and what they wrote on script as output. Hence, observing the writing classes was a mandatory way of collecting data. Moreover, by observing the classes the researcher could witness the actual faults of teaching that later lead students to face the problems.

Data Analysis

In the first class the teacher introduced the topic which was paragraph writing. After explaining the rules the teacher used an example. He talked about a topic "A Teacher" he explained to the students that if a topic like "A teacher" is given to students then the students would write the main idea in the very first line. He also explained to them this way, such as the students should write their thesis statement "a teacher is a person who shares his knowledge with his students".

Furthermore, the teacher said them if that sentence is your thesis statement then rest of the paragraph should have the supporting details. The teacher also mentioned to the students that the last line of their paragraph should be the restatement of the thesis statement. Again he made the students aware that they cannot copy the same line of the thesis statement from their topic sentence. The tone would be the same but the language will be different. The teacher gave a topic to the students to write a paragraph and the topic was "A Chair". There was 15 minutes allocated for the students to write a paragraph. The teacher gave them the instruction of writing the paragraph within eight to ten lines. While the students were writing the paragraph the teacher was observing the students and went to them when anyone was asking questions. None of the students asked anything regarding the structure of the paragraph and organizing the information. All of them were asking either the spelling or grammatical rules. The teacher became busy to solve their spelling and grammatical problems. After 15 minutes the teacher and researcher collected the scripts, few of them could complete writing the paragraph and few of them wanted some more time. After class observation, through random selection the researcher chose ten students to have an interview and also collected their scripts. The researcher asked the question to those ten students and took the answers one by one. While answering the question seven students said that writing skill was the most effective skill to express emotion and thought. From their point of view while writing on a topic they could take time to think. They did not need to write instant and that is the reason they can express their thoughts easily. On the other hand three students said through speaking they could express their thought more comfortably. Among ten students eight students said that they face more difficulties with grammatical items while writing on a topic. They became more conscious about their grammatical problems. Two students think that organizing data or creation connection between two kinds of information was the biggest challenge for them while writing.

 Three kinds of problems were mentioned by the students. Five students said that they often did same grammatical mistakes repeatedly like forget to use "es/s" after third person singular number. Three students mentioned that they faced difficulties while they tried to create relevance within the information. Lastly two students think their marks got deducted due to spelling mistakes. Among ten students eight students think they made fewer mistakes when they got chance to write about an incident by their own language. When they needed to memorize the information, particular vocabulary or grammatical items then they became more conscious and did mistakes. On the other hand, two students think they did better if they had to write on a topic which was memorized. Because then they could use limited grammatical items,

information and vocabulary which was already memorized. Except the problem with vocabulary items none of the students think translation was a big deal for them. All of them agreed to the point that if they had experienced an incident or they had the information of a certain topic then they could translate their thought from Urdu to the target language. The researcher noticed that except few students, most of the students did not write the thesis statement. In many scripts there was not any specific thesis statement; most of the students wrote some basic information about the given topic "chair". As an example, one of the students started her paragraph by writing that "we use many furniture in our daily life". While writing a paragraph on a chair this cannot be the topic sentence of the paragraph. Students should write their topic sentence related with the topic. Students who wrote their thesis statement did not give the supporting details according to the thesis statement in the body paragraph. As an example, the thesis statement was "a chair is very useful furniture in our life" but the student explained different kinds of chair in her body paragraph rather than explaining the usefulness of the chair. The most common problem in writing was repetition of information. Students wrote one line several times in different language. As an example, "a chair is an useful furniture", "a chair is a necessary furniture", "a chair is very important furniture of our life". Same kind of information was written in several times and it shows they have less knowledge about chair or whatever they have on their mind cannot be translated in English. Grammatical errors were common in every script. Using proper preposition seemed a tough job for the students. As an example, someone wrote, we use chair "into" our dinning space. It shows she had less knowledge about the use of "in" and "into". Many of the students did not restate their thesis statement in different language in the conclusion. Moreover, using irrelevant words were found in several sentences like someone wrote," a chair is seriously useful furniture", she might have tried to mean, "a chair is a useful furniture indeed". The findings from three research instruments suggested that the points the teacher taught about the paragraph writing were not reflected in the students' scripts. Moreover, the writing problems appeared through students' interview was clearly found in their scripts as well.

 The teachers want the students to write or complete the story with their own words and ideas rather memorizing from the book. From teacher's lecture it was clear that the students already knew the instructions of writing completing story and it was just a revision for them. There would be three parts of completing story, introduction; body paragraph and lastly conclusion. These three parts should have three separate paragraphs. The introduction would be given by the teacher and according to the given introduction the students had to draw a picture of the

story and would explain the main story in the body paragraph. Lastly the teacher mentioned that the conclusion would always carry a moral. The students also needed to give the appropriate title based on the story. Moreover, if the students wanted to quote any line or statement then that line should be within inverted comma. After explaining the rules the teacher gave the students a title "The Hare and the Tortoise" to write a story. Usually the introduction of the story was given by the teachers but due to time limitation the teacher gave them the title. While writing the story students seemed confused about spelling and grammatical rules. They were very much conscious about these two things that some of them were keep asking some spelling and grammar items to the teachers and to their peers. Students had 15 minutes to complete writing the story. Meanwhile, the researcher asked the teacher the reason behind student not having any question or confusion regarding the title. Then the teacher said that students knew about the title before. There are only three titles of the story given in their syllabus and one of them will surely come to their exam.

Writing was the best way to express the thoughts. While writing students got enough time to think about what they are going to write. They could focus on their grammatical confusion and could chose appropriate words to write their thoughts, this is how eight students thought. On the other hand, two students thought that through speaking they can express themselves more quickly and they do not need to be worried about spelling mistakes. Among ten students six students thought they faced grammatical problems more in whole writing task. They faced grammatical problems like tense, using appropriate prepositions, using articles, subject- verb agreement and so on. However, four students faced problem regarding information organization. From their point of view, sometimes they went blank while organizing the information. They could not create coherence between the sentences and words. Ten students mentioned that their biggest problem was grammatical problems while writing. Along with grammatical problems spelling mistakes and lack of vocabularies were big deals for them as they said. Three of them also said that creating logical connection between the sentences was also big trouble for them. Three students out of ten students think they face more problems while writing something from their own ideas. It happened due to lack of confidence and lack of vocabulary. They thought if they have produced a piece of writing by their own words often they failed to organize the whole thing and teacher cannot get what they try to express. On the other hand, seven students think if they have memorized a paragraph or essay then there was a chance to forget it due to their bad memory. They also said memorizing grammatical rules was not their cup of tea. So if they tried to do this they made mistakes. All of the students agreed

that they face problems while translating their thoughts from Urdu to English. They again agreed with the point that, not being able of applying grammatical rules and lack of vocabularies were the reasons behind this. They said structure of Urdu sentence is completely different from English sentence that was why they often made mistakes. Moreover, often they could not find a suitable English word for a particular Urdu word due to lack of vocabulary.

 Apparently all the writings looked very structured, students tried their level best to follow all the rules they knew for writing completing story. However, none of the students tried to draw different picture of the story under the given title "The Hare and the Tortoise". The starting and the ending of the story were almost same in every script. In interview most of the students mentioned that their biggest problem is grammatical problems and it could be understood from their scripts. Apart from grammatical errors, wrong use of punctuations and absence of punctuation was another problem that the researcher found. Moreover, incomplete sentences, wrong choice of words and irrelevant sentences were the common problems in the scripts. In the starting line among ten students, nine students used the word jungle and only one student use the word forest instead of using jungle. It was visible that students did not want to play with words and their learning of vocabulary was very limited. On the other hand, all the scripts showed that students strictly followed the instruction of the teacher. They wrote some starting lines or introduced the characters in the introduction part, elaborated the main story in the body paragraph and lastly ended up the story with a moral. One thing many of the students did not do is many of them did not make separate paragraphs for the three parts. Most of the students started their story with the phrase "once upon a time", and ended the story using the story title. It proves that they seldom used their own ideas while writing the story. Students used simple sentences to write the story and it shows that they have less knowledge about other kinds of sentences. Lastly silly grammatical mistakes like choosing inappropriate tense, degree, voice change and many more were reflected in their scripts. The findings from three research instruments suggest that though the teacher wanted this particular task to be a task of creative writing but his way of teaching did not permit so. He had already given the students a sample of that story and wanted to follow that. Therefore, there was not any creativity in the story writing. As students hardly get any opportunity to write something from their own that is why many students mentioned in interview that they felt unconfident while writing something from their own words and ideas.

Findings

From the result of interviews it was quite clear that most of the students believed that they could express their thoughts more efficiently through writing. From their point of view they could take time and could state their emotions and thoughts properly. From their perspective they could not express their thoughts through speaking fluently, as they had to deliver their thoughts instantly and make mistakes. They also mentioned that through writing they could have good command over English language. The researcher demonstrated a previous study in this point. Manchón (2011) believed that "writing is used widely in language practice for learning foreign language. For this reason scholars made a difference between writing to learn content and writing to learn language. Moreover, it is clear that all types of writing in foreign language education contribute to the progress of language skills. Both learning-to-write and writing-to-learn tasks help to develop the learners' foreign language skill" (as cited in Lund, 2015, p. 2). Writing tasks are mandatory in foreign language teaching classes as writing tasks enhance students' language learning ability. While writing students face grammatical problems more than data organization problems. Students were more conscious about grammatical mistakes because they usually get feedback on grammatical mistakes from the teachers. Moreover, for most of the students memorizing grammatical rules is the major problem in writing task. From their point of view their writing tasks are marked based on usage of grammar. Nevertheless according to Rifkin (1992) grammar cannot be granted as the only factor or the most important factor for language teaching. He added that there should be a balance between grammar-oriented and communication-oriented activities in the successful foreign language classroom. The teachers should not only focus on grammar rather they should focus on both grammatical rules and content. Moreover, they should find out whether the students are able to communicate with the reader through their writings or not. That means, whether they are able to make sense in their writings or not. Some of the students also think that they face problems regarding information organization along with grammatical problems. Often they cannot organize sentences one after another. They know what to write but sometimes they do not know how to write. In this case an earlier study can be stated. Flower (1989) pointed that some common problems in academic and professional writing is the absence of referent, immature and imprecise ideas, some senseless discussions and being unsuccessful to convert private thoughts into a public. In schools teachers focus more on grammatical errors and spelling mistakes and often students do not get feedback on their content. Therefore, problems like using irrelevant

information or unorganized information never get solved. Moreover, it hinders students' writing capability.

All of the students had the same opinion that while translating their ideas from L1 to L2 they faced problems due to different sentence structures. Previous studies of Tirumalesh's (1991) findings also show that writing something in mother language is an automatic process. On the other hand, writing in second language is a self- defeating process. One non- native person from different cultural and geographical area cannot become native English by writing in English. Though one may try to achieve total identification in L2, there will always be a difference. A person always has a prior formation from his mother language therefore this formation cannot be changed by his second language. New thoughts and ideas always get mixed with the existing pattern. It is not possible to fully swap the old by the new. When someone believes that he can write in his second language as good as he does in his mother language, he makes the mistakes Tirumalesh, 1991, pp. 2670-2671). There are two different structures in Urdu language and English language; therefore often students make mistakes in sentence level. Like in English "Verb" comes after Subject but in Urdu "Object" comes after Subject.

 While checking the scripts the researcher noticed that the students' writing was not organized. Repetition of information, absence of thesis statement, using irrelevant information, lack of creative writing and producing controlled writing and lastly many silly grammatical mistakes were seen in their scripts. From the previous study of Hounsell (1987) it can be stated that categorized three core elements of essay-writing formations. First one is Data which is the theme or material of the essay; second one is Organization which is organizing the essay material in a structured way and the last one is Interpretation the connotation or sense which is given to the material by the students (as cited in Light, 2002, p. 258). . In most of the scripts there was not any specific thesis statement and if there was thesis statement in some of the scripts then there were not any supporting details. Students wrote some random information about the topic and constructed their paragraph. Irrelevant information and repetition of information was very common in every script. As the teacher gave less importance on those issues therefore the students were also less concerned. In the scripts spelling mistakes, wrong use of word and imitated writings were found. Some of the students had bad hand writing, some of the students gave irrelevant information and incomplete sentences that could not make any sense in paragraph writing. In this point O'Donnell (1980) said "it is very common to almost every class that students' have different spelling style; handwriting is not clear and sometimes

their writings do not make any sense. The reason can be, some of the students are just not concerned and show less care towards their writings and some of the students might have any kind of learning disabilities" (O'Donnell, 1980, p. 802). Possibly there will be two reasons behind students' writing problems. One reason is they do not give their concentration on what they are writing and another reason is they are disabled or incapable of producing a good piece of writing. Completing story writing is considered as a creative writing task. However, the researcher saw completely different scenario in the completing story writing class; the students did not use their own ideas or creativity. Rather they wrote the same story using the same language that they read in their text book. A previous study of LaBrant (1967) also shows that imitating someone's work will not be considered as a creative work. LaBrant (1967) claimed that until a child does not copy someone else's work whatever he writes is creative writing (as cited in Pikulski, 1975, p, 183). The teacher provided samples to the students for imitating the writing style. Through this task the teacher will found a habit of writing completing story but these kinds of practices never give chance to learn anything.

The researcher asked the teachers of each class to check two scripts to observe their way of giving feedback. Teachers were focusing more on grammatical rules rather than the content. They were finding grammatical mistakes, without giving the concern to the fact that students wrote irrelevant information and there was not any synchronization of information in the scripts. However, with the disagreement Holley and King (1974-81) stated that even though grammatical correctness is not always compulsory of an ESL student to achieve communication, the teachers of ESL persisted for many years on grammatical correctness in student performance. Foreign language teachers have been trained to correct students' inappropriate response instantly when it is about grammatical and pronunciation errors, because it is being assumed that correcting errors instantly will help to learn. Teachers who emphasis more on grammatical accuracy they might not encourage students when they are communicating in foreign language (as cited in Tomiyana, 1980, p. 71). Giving feedback only on the use of grammatical rules is not enough to improve students' writing performance. Teachers should provide the feedback on the content as well. If the teachers can provide feedback on these two features then the students will be able to find their writing problems by themselves. One of the reasons behind students' persistent writing problems is the feedback. The feedback strategies employed by the teachers are not precise and motivational. They only deduct marks and point out the reason of deducting marks. They do not comment on the quality of the writing and moreover do not correct the answer with the solution. Therefore, students

become unaware of their problem. In this point Brown (1932); Symonds and Chase(1929) said that some feedback can be motivational like praising can work like a motivator in terms of writing and revision activities and this kind of feedback is called motivational meaning (as cited in Nelson and Schunn, 2009, p. 376). Feedback on writing task should be specific and motivational. The teachers should provide the feedback such way that helps students to identify their problems and encourages them to solve it by themselves.

Conclusion

After analyzing all the findings the study can be concluded by stating that the secondary level students of Urdu medium school prefer writing task more than speaking task, since they feel more comfortable to express their thoughts and ideas through writing tasks. Moreover, memorizing grammatical rules is a challenge for them because there are differences between English grammar and Urdu grammar. As their writing performance is valued based on the correct use of grammatical rules, they focus more on this aspect. They believe that if they can produce a writing piece without any grammatical error then they are good in writing. On the other hand, some of the students thought that they are bad in terms of organizing the information; some students thought they are not good in creative writing because they are much used to in controlled writing and some of the students thought they face problems while doing translation due to the differences in sentence structures between the two languages. The research would have had more impact if the researcher could get the opportunity to visit more Urdu medium schools. There was limitation of time to visit more than one school; therefore the researcher had to choose one school and observed three different classes. If the researcher could get the opportunity to observe different schools then the finding would have been more authentic and there would have more variation of data. For future investigations, the researcher suggests to conduct a more detailed analysis of the topic, as it is an important area of second language learning. Interviews of both teachers and students can be added to make the research more authentic. To conclude the paper, it can be stated that students of Urdu medium schools have different writing problems such as grammatical errors, unorganized and irrelevant information, spelling mistakes, inappropriate use of vocabularies and etc. Their problems can be solved if they get the proper guideline and feedback from the teachers.

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