

## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

Analysis of data involves studying the tabulated data in order to determine inherent facts or meanings. It helps in breaking down the existing complex factors into simpler parts together in new arrangements for the purpose of interpretation. The analysis of data serves a number of functions such as:

- To craft the raw data meaningful
- To test “null hypothesis”
- To obtain results
- To estimate parameter.

The analysis and interpretation of data is considered to be the soul of a research report as the matter presented in this chapter represents the investigator’s contribution to the advancement of knowledge. The present chapter deals with the analysis and interpretation of the data to study the English writing skills of standard IX students of Kodagu district, Karnataka. The data that has been collected from different sources, have been analysed and have been reported here in detail.

The data for the present study was collected in two stages. In stage one, Survey the investigator collected data for the first five objectives such as

- To study the level of English writing skills of the standard IX students of Kodagu District.
- To compare the English writing skills of standard IX students of Kodagu District with respect to
  - Types of school
  - Location of the school
  - Medium of instruction

- To analyse the achievement of the English writing skills of standard IX students

of Kodagu District with respect to its sub skills-

- Content
- Organization
- Vocabulary
- Grammar
- Mechanics
- To compare the English writing skills of standard IX students of Kodagu District with respect to types of writing in English.
- To compare the English writing skills of standard IX students of Kodagu District with respect to error analysis in English writing skills.

Achievement test which was prepared by the investigator was administered on 1373 students from thirty three schools of Kodagu district. The derived data was analysed using Mean, Median, Standard Deviation (S.D), Skewness, Kurtosis, ANOVA and Tukey test.

In the second stage of the study, Case study the investigator collected data for the last two objectives of the study such as

- To study in depth the highest performing school of Kodagu District with respect to their English writing skills
- To study in depth the lowest performing school of Kodagu District with respect to their English writing skills

In this stage error analysis, questionnaire, interview and class observation were conducted. Eight teachers from eight schools were selected for the case study. All the three tools were administered on the eight teachers and the students of the schools which were selected for case study. The data derived from questionnaire, interview

and class observation were analysed using content analysis. The frequency count for the number of responses in each category was carried out and was converted into percentage. The analysis of the various tools used in the present study has been presented in the following pages.

#### **4.1 Analysis and Interpretation of Achievement Test**

In analysing data, the objectives and hypotheses have been kept in view and the process of analysis has been carried out accordingly. According to the objectives and design of the study the Mean, Median, Standard Deviation (S.D), Skewness, Kurtosis, the Analysis of variance (ANOVA) and Tukey test i.e. the post hoc test were computed for the analysis of data. Analysis of variance being a parametric test requires certain assumptions to be taken care of.

- In the present study, sampling was done with randomization.
- Also score available was in interval scale.
- The nature of distribution was almost normal; so ANOVA was applied.

In the analysis of variance more than two variables can be studied. It is useful in the sense that apart from main effects, interaction effects also can be studied. The analysis of variance gives its results in the form of 'F' ratio.

The post-hoc Tukey Test also called Tukey's Honest Significant Difference test is based on the studentized range distribution. The ANOVA test can only tell if the results are significant overall but cannot tell where those differences lie. To understand where those differences lie and which specific group's means (compared with each other) are different, a Tukey's HSD was run. The test helped in comparing all possible pairs of means.

For the present study the analysis of the data was carried out keeping in view the objectives and hypotheses. The data was analysed and hypotheses were tested and conclusions were arrived at.

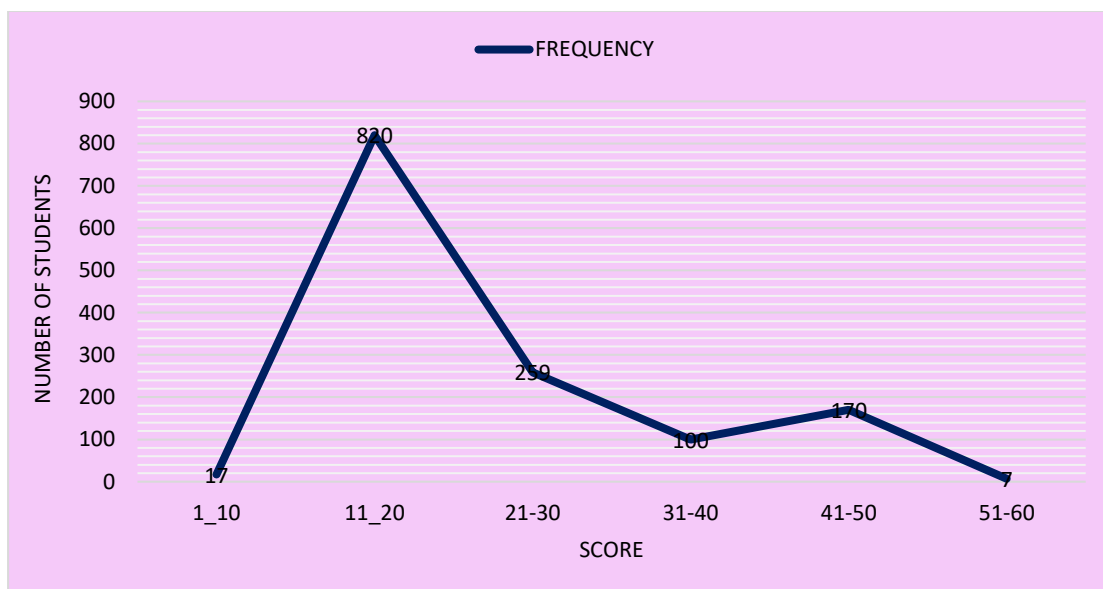
#### **4.1.1 Achievement in English Writing Skills**

The achievement test for the present study comprised of three writing activities namely letter writing, story writing and essay writing. Each writing task was marked for twenty, thus the achievement test in English writing skills was prepared for the total marks of sixty. To study the achievement of the learners in English writing skills, frequency distribution table of achievement in English writing skills was prepared as shown in Table 4.1 and its graphical representation has been shown in Figure: 4.1. Subsequently, Mean, S.D, Kurtosis and Skewness had been computed as shown in Table: 4.2.

**Table: 4.1**  
**Frequency Distribution of Achievement in English Writing Skills**

<b>Class Intervals</b>	<b>Frequency</b>
1-10	17
11-20	820
21-30	259
31-40	100
41-50	170
51-60	7
	N= 1373

**Figure: 4.1**  
**Frequency Distribution of Achievement in English Writing Skills**



**Table: 4.2**  
**Mean, Median, Standard Deviation, Skewness and Kurtosis of**  
**Achievement of Students in English Writing Skills**

Number of students	<b>1373</b>
Mean Achievement	<b>22.86</b>
Median	<b>18</b>
Standard Deviation	<b>10.63</b>
Skewness	<b>1.14</b>
Kurtosis	<b>0.051</b>

Table 4.2 on achievement of students in English writing skills indicates that the measure of mean and median of the distribution are 22.86 and 18 respectively. The Standard Deviation of the distribution is 10.63. The skewness of distribution with respect to the achievement of English writing skills was found to be 1.14 (positively skewed). This means that the score were massed at the left end of the scale and were spread out more gradually towards the right end.

The above shown table also indicates that the average achievement of the students is 22.86, which illustrates that the students of Kodagu district are below average

achievers in English writing skills. The Kurtosis with respect to the achievement of English writing skills is 0.051. As the value of Kurtosis is less than 0.263, here the nature of distribution is leptokurtic.

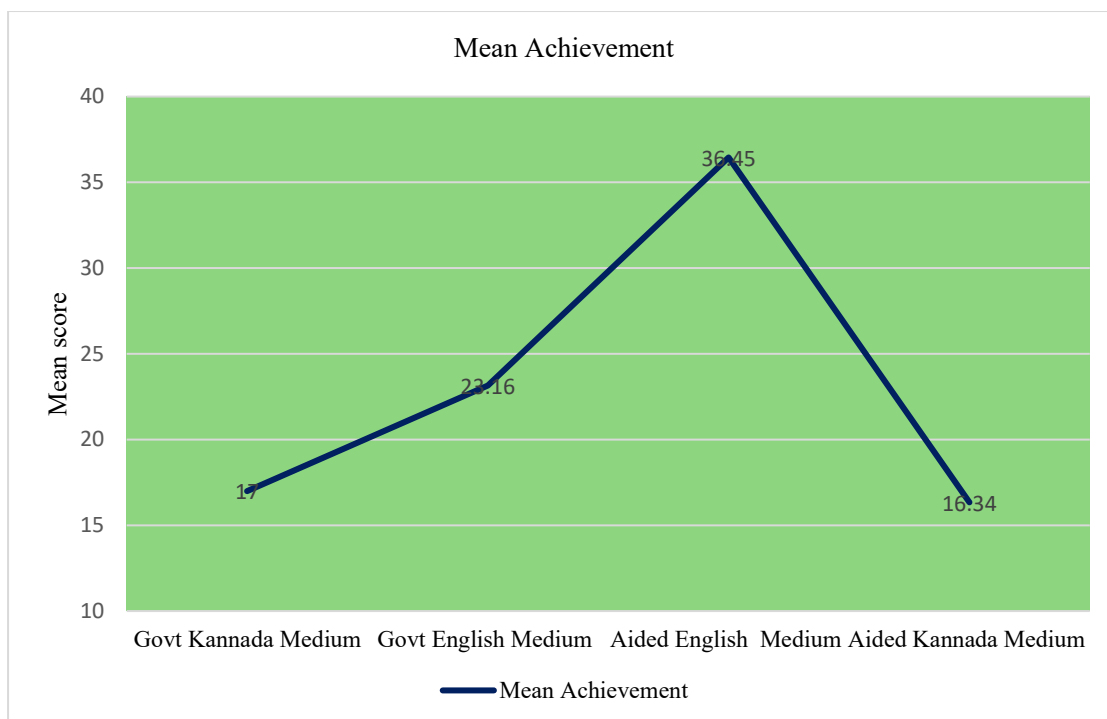
#### **4.1.2 Achievement in English Writing Skills Among all Students in Different Types of Schools and Medium of Instruction**

To study the achievement of the learners in English writing skills among all students in different types of schools and medium of instruction its Mean, S.D, Kurtosis and Skewness has been computed as shown in Table: 4.3 and the graphical representation of the mean achievement has been shown in Figure: 4.3

**Table: 4.3**  
**Mean, Median, Standard Deviation, Skewness And Kurtosis of Achievement**  
**of all Students in Different Types of Schools and Medium of Instruction**

<b>Data Analysis</b>	<b>Government Kannada Medium Students</b>	<b>Government English Medium Students</b>	<b>Government Aided English Medium Students</b>	<b>Government Aided Kannada Medium Students</b>
<b>Number of students (n)</b>	418	140	384	421
<b>Mean Achievement</b>	17	23.16	36.45	16.34
<b>Median</b>	16	23	40	16
<b>Standard Deviation</b>	4.05	7.7	9.137356	3.268782
<b>Skewness</b>	1.09	1.19	-0.36033	1.157188
<b>Kurtosis</b>	2.18	1.318681	-1.13976	2.330193

**Figure: 4.2**  
**Mean Achievement of all Students Studying in Different Types of Schools and**  
**Medium of Instruction**



From the above table it can be concluded that the government Aided English Medium Students had the highest mean of 36.45 and government Aided Kannada Medium Students had the lowest mean of 16.34. So it can be rightly said that the government Aided English Medium Students performed better than the other three groups. Similarly, it is found that government Aided Kannada Medium Students performance in English writing skills was the lowest.

#### 4.1.3 Achievement in English Writing Skills Among Government Kannada Medium Students

To study the achievement of the learners in English writing skills among government Kannada medium students, frequency distribution table of achievement in English writing skills was prepared as shown in Table 4.4 and its graphical representation has been shown in Figure: 4.3 Subsequently, Mean, S.D, Kurtosis and Skewness has been computed as shown in Table: 4.5

**Table: 4.4**  
**Frequency Distribution of Achievement in English Writing Skills Among**

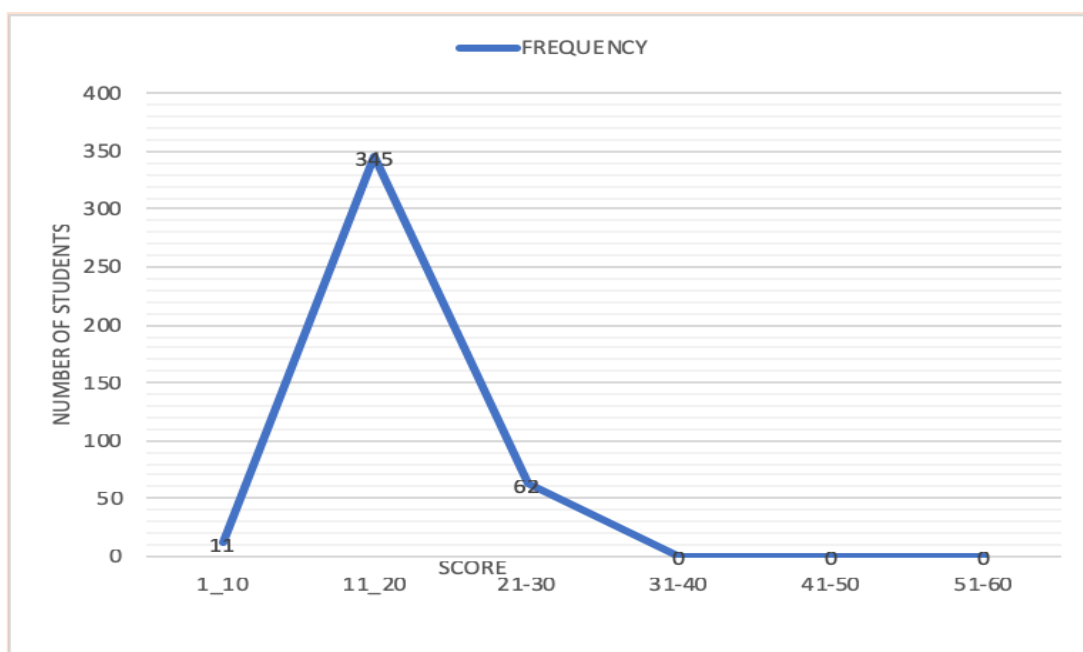
### Government Kannada Medium Students

Class Intervals	Frequency
1-10	11
11-20	345
21-30	62
31-40	0
41-50	0
51-60	0
	N= 421

**Figure: 4.3**

**Frequency Distribution of Achievement in English Writing Skills among**

### Government Kannada Medium Students



**Table: 4.5**

**Mean, Median, Standard Deviation, Skewness and Kurtosis of Achievement**



### of Government Kannada Medium Students

Number of students (n)	(n) 421
Mean Achievement	17.0
Median	16
Standard Deviation	4.05
Skewness	1.09
Kurtosis	2.18

The Table 4.5 on achievement of government Kannada medium students in English writing skills indicates the measure of mean and median of the distribution, which are 17.0 and 16 respectively. The Standard Deviation of the distribution is 4.5. The skewness of distribution with respect to the achievement of English writing skills was found to be 1.09 (positively skewed). This means that the score were massed at the left end of the scale and were spread out more gradually towards the right end.

The above shown table also indicates that the average achievement of the students is 17.0, which illustrates that the government Kannada medium school students are below average achievers in English writing skills. The Kurtosis with respect to the achievement of English writing skills is 2.18. As the value of Kurtosis is more than 0.263, here the nature of distribution is platykurtic.

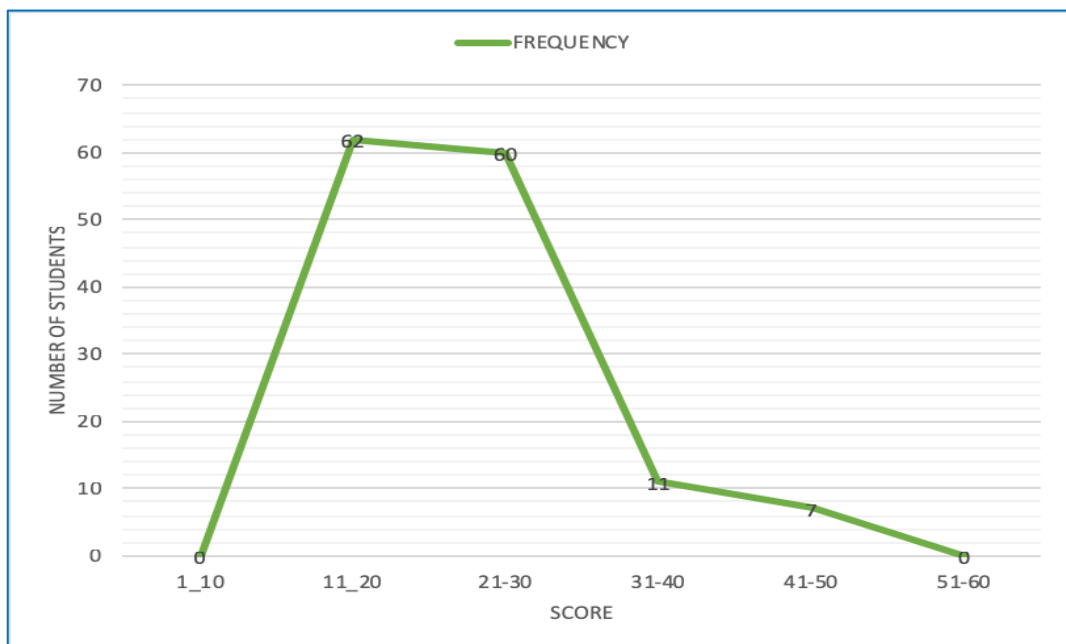
#### 4.1.4 Achievement in English Writing Skills Among Government English Medium Students

To study the achievement of the learners in English writing skills among government English medium students, frequency distribution table of achievement in English writing skills was prepared as shown in Table 4.6 and its graphical representation has been shown in Figure: 4.4 Subsequently, Mean, S.D, Kurtosis and Skewness has been computed as shown in Table: 4.7

**Table: 4.6**  
**Frequency Distribution of Achievement in English Writing Skills Among**  
**Government English Medium Students**

Class Intervals	Frequency
1-10	0
11-20	62
21-30	60
31-40	11
41-50	7
51-60	0
	N= 140

**Figure: 4.4**  
**Frequency Distribution of Achievement in English Writing Skills Among**  
**Government English Medium Student**



**Table: 4.7**  
**Mean, Median, Standard Deviation, Skewness and Kurtosis of Achievement of**  
**English Writing Skills among Government English Medium Students**

Number of students (n)	<b>140</b>
Mean Achievement	<b>23.16</b>
Median	<b>23</b>
Standard Deviation	<b>7.7</b>
Skewness	<b>1.19</b>
Kurtosis	1.318681

The Table 4.7 on achievement of government English medium students in English writing skills indicates the measure of mean and median of the distribution, which are 23.16 and 23 respectively. The Standard Deviation of the distribution is 7.7. The skewness of distribution with respect to the achievement of English writing skills was found to be 1.19 (positively skewed). This means that the score were massed at the left end of the scale and were spread out more gradually towards the right end.

The above shown table also indicates that the average achievement of the students is 23, which illustrates that the government English medium school students are below average achievers in English writing skill. The Kurtosis with respect to the achievement of English writing skills is 1.31. As the value of Kurtosis is more than 0.263, here the nature of distribution is platykurtic.

#### **4.1.5 Achievement in English Writing Skills Among Government Aided English Medium Students**

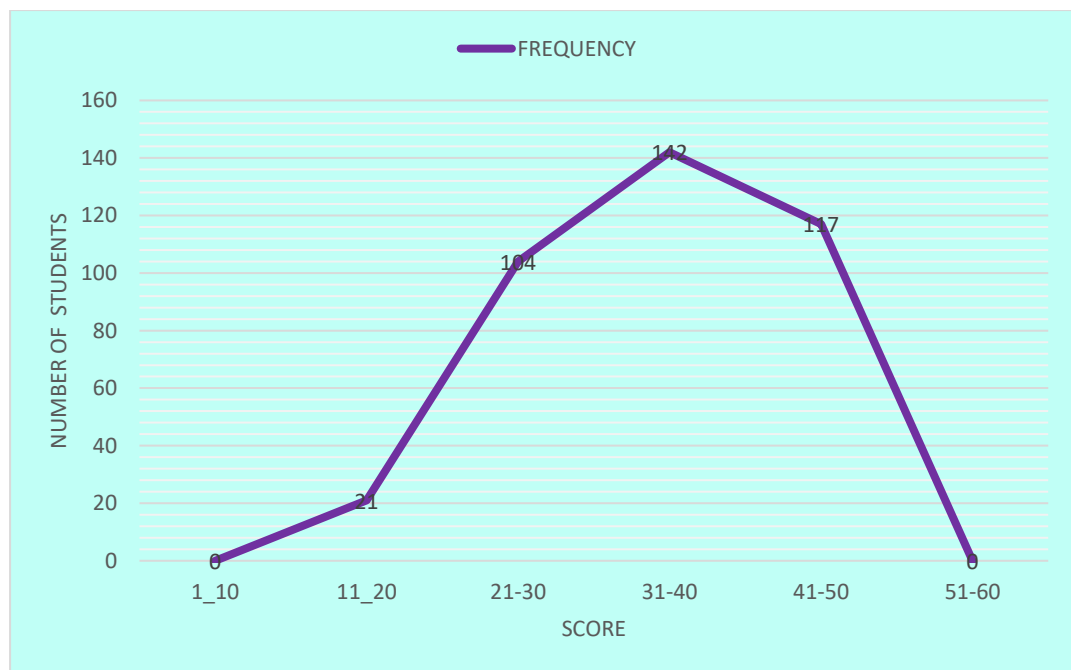
To study the achievement of the learners in English writing skills among government aided English medium students, frequency distribution table of achievement in English writing skills was prepared as shown in Table 4.8 and its graphical representation has been shown in Figure: 4.5. Subsequently, Mean, S.D, Kurtosis and Skewness has been computed as shown in Table: 4.9

**Table: 4.8**

**Frequency Distribution of Achievement in English Writing Skills among**

<b>English</b>	<b>Medium</b>	<b>Government Aided Students</b>	
		<b>Class Intervals</b>	<b>Frequency</b>
		1-10	0
		11-20	21
		21-30	104
		31-40	142
		41-50	117
		51-60	7
			N= 384

**Figure: 4.5**  
**Frequency Distribution of Achievement in English Writing Skill Among Government Aided English Medium Students**



**Table: 4.9**  
**Mean, Median, Standard Deviation, Skewness and Kurtosis of Achievement of Government Aided English Medium Students**

Number of students (n)	384
Mean Achievement	36.45
Median	40
Standard Deviation	9.137356
Skewness	-0.36033
Kurtosis	-1.13976

The Table 4.9 on achievement of government aided English medium students in English writing skills indicates the measure of mean and median of the distribution, which are 36.45 and 40 respectively. The skewness of distribution with respect to the achievement of English writing skills was found to be -0.36 (negatively skewed). This means that score were massed at the right end of the scale and were spread out more gradually towards the left end.

The above shown table also indicates that the average achievement of the students is 36.45, which illustrates that the Government aided English medium school students are above average achievers in English writing skills. The Kurtosis with respect to the achievement of English writing skills is -1.13. As the value of Kurtosis is less than 0.263, here the nature of distribution is leptokurtic.

#### **4.1.6 Achievement in English Writing Skills Among Government Aided Kannada Medium Students**

To study the achievement of the learners in English writing skills among government aided Kannada medium students, frequency distribution table of achievement in English writing skills was prepared as shown in Table 4.10 and its graphical representation has been shown in Figure: 4.6 Subsequently, Mean, S.D, Kurtosis and Skewness has been computed as shown in Table: 4.11.

**Table: 4.10**

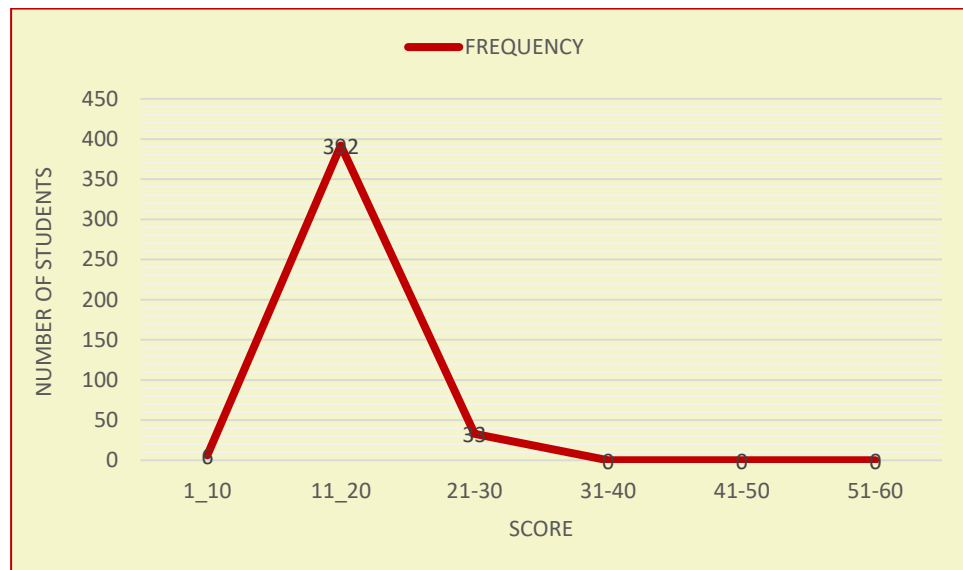
**Frequency Distribution of Achievement in English Writing Skills  
Among**

**Government Aided Kannada Medium Students**

Class Intervals	Frequency
1-10	6
11-20	392
21-30	33
31-40	0
41-50	0
51-60	0
	N= 421

**Figure: 4.6**

**Frequency Distribution of Achievement in English Writing Skills Among  
Government Aided Kannada Medium Students**



**Table: 4.11**

**Mean, Median, Standard Deviation, Skewness And Kurtosis of Achievement  
of Government Aided Kannada Medium Students**

Number of students (n)	<b>421</b>
Mean Achievement	<b>16.34</b>

Median	<b>16</b>
Standard Deviation	3.268782
Skewness	1.157188
Kurtosis	2.330193

The Table 4.11 on achievement of government aided Kannada medium students in English writing skills indicates the measure of mean and median of the distribution, which are 16.34 and 16 respectively. The Standard Deviation of the distribution is 3.2. The skewness of distribution with respect to the achievement of English writing skills was found to be 1.15(positively skewed). This means that score were massed at the left end of the scale and were spread out more gradually towards the right end.

The above shown table also indicates that the average achievement of the students is 16.34, which illustrates that the government aided Kannada medium school students are below average achievers in English writing skills. The Kurtosis with respect to the achievement of English writing skills is 2.33. As the value of Kurtosis is more than 0.263, here the nature of distribution is platykurtic.

## **4.2 Data Analysis Using Analysis of Variance (ANOVA)**

An extension of ‘t’ test is Analysis of Variance (**ANOVA**). In a ‘t’ test the effect of only one independent variable and the difference between two groups only can be studied at a time. In analysis of variance the effect of more than two independent variables can be studied. It is useful in the sense that apart from main effect, interaction also can be studied. The analysis of variance gives its result in the form of ‘F’ ratio. Analysis of variance being a parametric test requires certain assumptions to be taken care of. In the present study, sampling was done with randomization. Also score available was in interval scale. The nature of distribution was almost normal; so ANOVA was applied.

### **4.2.1 Impact of Location on the Achievement in English Writing Skills**

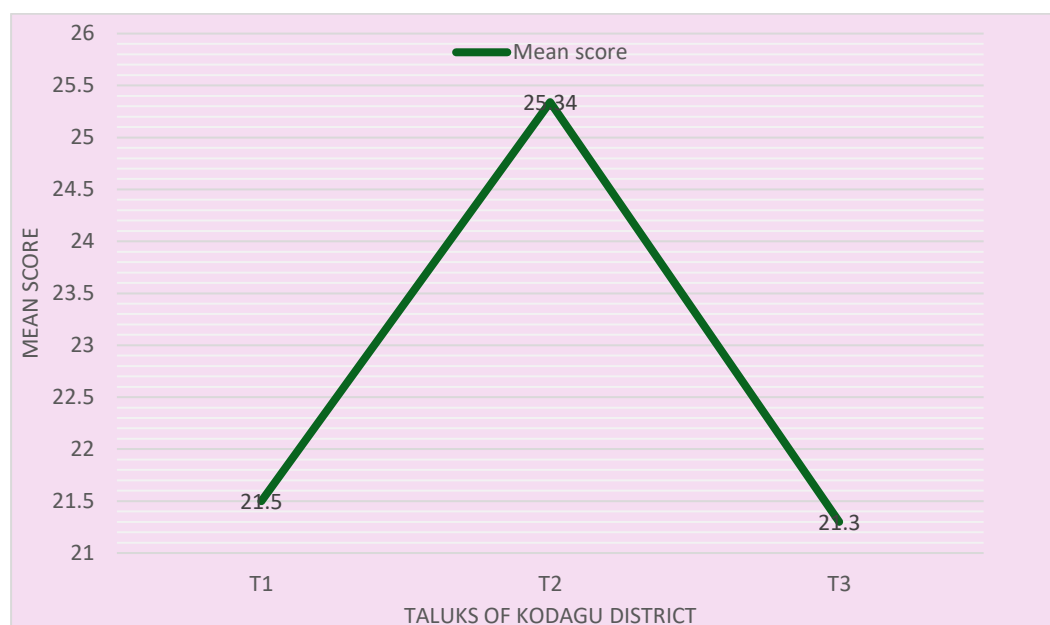
To study the difference in achievement in English writing skills of students with respect to location such as Taluk 1 (T1), Taluk 2 (T2) and Taluk 3 (T3), ANOVA was applied. To study the impact of location towards the achievement of English writing skills of the students of Kodagu district, following null hypothesis has been formulated

**Ho1: There will be no significant difference in the mean achievement of English writing skills of standard IX students with respect to location.**

Summary of ANOVA for location towards English writing skills is shown with the help of Fig. 4.7 and Table: 4.12.

**Figure 4.7**

**ANOVA for Location towards English Writing Skills**



**Table:4.12**

**Summary of ANOVA for Location towards English Writing Skills**

Source	df	Sum of Squares	Mean Square	F	p-value
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<b>Location</b>	2	4841.045	2420.522	22.06535	. 3.002292
<b>Error</b>	1370	150286.1	109.6979		
<b>Total</b>	1372	155127.1			

It can be seen from table: 4.12 that in case of main effects, 'F' ratio of 22.06 for location is significant at both the levels. So, the hypothesis No. nine is rejected. The means of students from T1, T2 and T3 on achievement test is 21.5, 25.34 and 21.3 respectively. It means that the students from T1, T2 and T3 do differ on their achievement in English writing skills. It can be seen that location of the students has an impact on achievement. The difference is in favor of students whose location was in T2.

To study further, post- ANOVA was applied. To study the difference in achievement for three taluks, Tukey Test was applied. The details of same is presented in Table: 4.13.

**Table: 4.13**  
**Summary of Tukey Test (different location of the schools**  
**towards English writing skills)**

<b>Types of Writing Category (I)</b>	<b>Types of Writing Category (J)</b>	<b>Mean Difference (I-J)</b>	<b>p-value</b>
T1	T2	-3.988*	.000
	T3	-.156	.974
T2	T1	3.988*	.000
	T3	3.832*	.000
T3	T1	.156	.974
	T2	-3.832*	.000

It is observed from Table: 4.13 that there is difference in the achievement of students in T2 when compared to T1 and T3 with reference to their English writing skills. When compared with the mean difference of T2 with T1 and T3 i.e. 3.988 and 3.832,

it is evident that the Taluk 2 students performed better than the T1 and T3 students in English writing skills. So it can be concluded that the achievement of students from Taluk 2 (T2) is higher than the Taluk1(T1) and Taluk3 (T3) in terms of English writing skills.

#### **4.2.2 Impact of Types of School on the Achievement in English Writing Skills**

To study the difference in the achievement in English writing skills of the students with respect to types of school such as government and government aided schools, ANOVA was applied. To study the impact of types of school i.e. government schools or government /aided schools towards the achievement of English writing skills of the students of Kodagu district, following null hypothesis has been formulated,

**Ho2: There will be no significant difference in the mean achievement of English writing skills of standard IX students with respect to types of school.**

Summary of ANOVA for government and government aided school towards English writing skills is shown in Table: 4.14.

**Table: 4.14**  
**Summary of ANOVA for Types of School towards English Writing Skills**

<b>Source</b>	<b>df</b>	<b>Sum of Squares</b>	<b>Mean Square</b>	<b>F</b>	<b>P</b>
Types of School	1	17647.78	17647.78	175.3433	3.84825
Error	1371	137987.1	100.647		
Total	1372	155634.9			

The Table 4.14 indicates that in case of main effects, 'F' ratio of 175.3433 for types of school is significant at both (0.01 and 0.05) levels. So, the hypothesis no. ten is rejected. It means that there is a significant difference between the mean

achievements of the students of the standard IX in English writing skills with respect to types of school. The means of government and government aided schools on achievement test is 18.52 and 25.82 respectively. The difference is in favor of government aided schools. So, it can be concluded that the achievement of government aided schools in English writing skills is higher than the government schools.

#### **4.2.3 Impact of Medium of Instruction on the Achievement in English Writing Skills**

To study the difference in achievement in English writing skills of students with respect

to medium of instruction such as Kannada medium and English medium, ANOVA was applied. To study the impact of medium of instruction towards the achievement of English writing skills of the students of Kodagu district, following null hypothesis has been formulated,

**Ho3 : There will be no significant difference in the mean achievement of English writing skills of standard IX students with respect to medium of instruction.**

Summary of ANOVA for English and Kannada medium of instruction towards English writing skills is shown in Table: 4.15.

**Table: 4.15**

**Summary of ANOVA for English and Kannada Medium of Instruction towards English Writing Skills**

<b>Source</b>	<b>df</b>	<b>Sum of Squares</b>	<b>Mean Square</b>	<b>F</b>	<b>P</b>
Medium of Instruction	1	85562.33	85562.33	1674.065	3.84825

Error	1371	70072.53	51.11053		
Total	1372	155634.9			

The Table 4.15 indicates that in case of main effects, 'F' ratio of 1674.065 for medium of instruction is significant at both (0.01 and 0.05) levels. So, the hypothesis No. eleven is not accepted. It means that there is a significant difference between the mean achievements of the students of the standard IX in English writing skills with respect to medium of instruction. The means of Kannada medium and English medium achievement test is 16.6 and 32.9 respectively. The difference is in favor of English medium schools. So, it can be concluded that achievement of English medium schools in English writing skills is higher than Kannada medium schools.

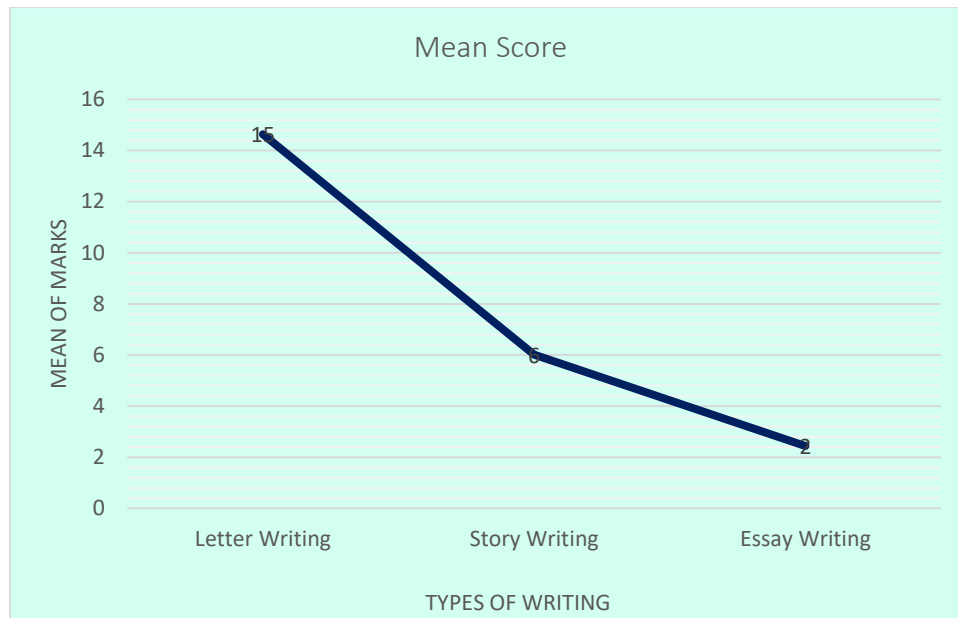
#### **4.2.4 Types of Writing and Achievement in English Writing Skills**

To study the difference in achievement in English Writing of students with respect to types of writing, ANOVA was commuted. Three types of writing types such as Letter writing, Story writing and Essay writing were taken into consideration. To study the effect of types of writing on achievement in English writing skills of students the following null hypothesis has been formulated,

**Ho4 : There will be no significant difference in the mean achievement of English writing skills of standard IX students with respect to types of writing.**

Summary of ANOVA for types of writing such as Letter writing, Story writing and Essay writing towards English writing skills is shown in Fig: 4.8 and Table: 4.16.

**Figure 4.8**  
**ANOVA for Types of Writing towards English Writing Skills**



**Table:4.16**

**Summary of ANOVA on Types of Writing Towards English Writing Skills**

Source	df	Sum of Squares	Mean Square	F	P
Types of writing	2	116108	58054.01	5.83082	3.091191
Error	96	6708052	69875.54		
Total	98	6824160			

The table 4.16 indicates that in the case of main effects, 'F' ratio of 0.83082 for types of writing is significant at both the levels. So, the hypothesis No. twelve is not accepted. The means of types of writing, Letter writing, Story writing and Essay writing on achievement test is 14.63, 6.01 and 2.43 respectively. It means that the scores on types of writing such as Letter writing, Story writing and Essay writing do differ.

It can be seen that different types of writing have an impact on achievement of the students. The difference is in favor of Letter writing.

To study further, post- ANOVA was applied. To study the difference in achievement for three types of writing, Tukey Test was applied. The details of same is presented in Table: 4.17

**Table:4.17**

**Summary of Tukey Test (Different categories of Types of writing)**

<b>Types of writing Category (I)</b>	<b>Types of writing category (J)</b>	<b>Mean Difference (I- J)</b>	<b>p-value</b>
Letter writing	Story writing	52.0303	.000
	Essay writing	83	.000
Story writing	Letter writing	-52.0303	.000
	Essay writing	30.9697	0.883
Essay writing	Letter writing	-.83	.000
	Story writing	-30.9697	0.883

It is observed from Table: 4.17 that there is difference in the achievement of students in Types of writing when compared with essay writing and story writing with reference to their English writing skills. When compared with the mean difference of Letter writing with story writing and essay writing i.e. 52.0303 and 83, it is evident that the students performed better in letter writing than the other two types of writing .

#### **4.2.5 Components and Achievement in English Writing Skills**

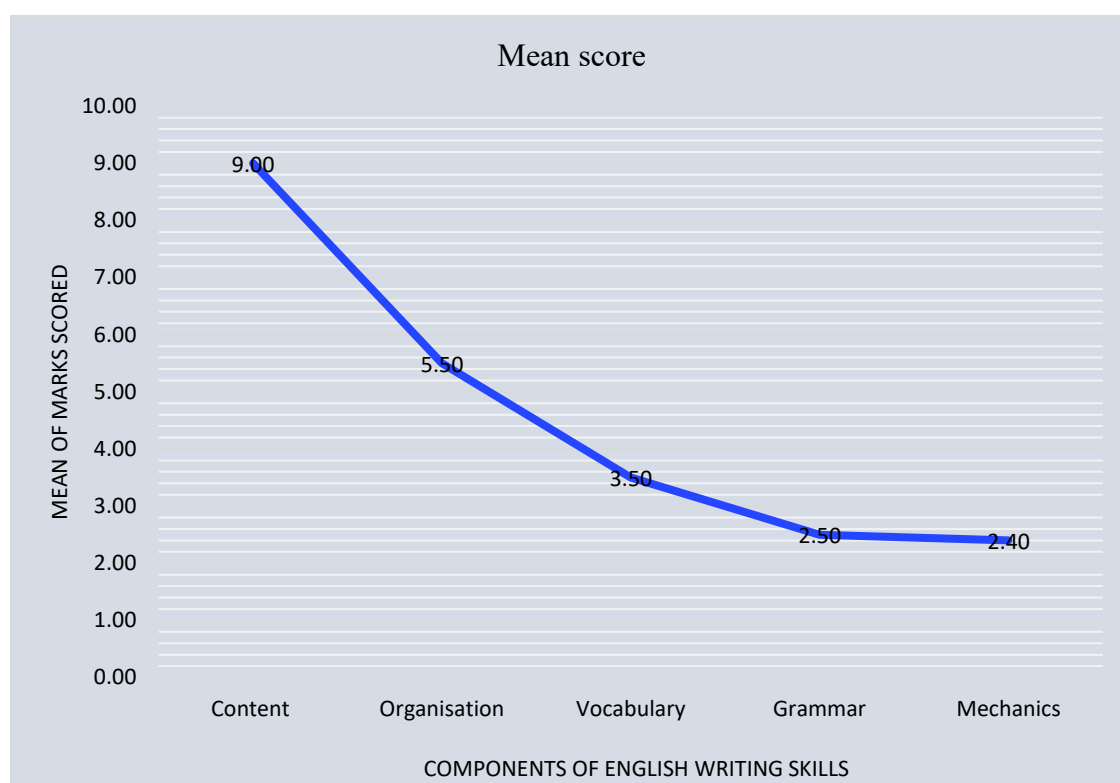
To study the difference in achievement in English writing skills of students with respect to components ANOVA was used. The components such as Content, Organisation, Grammar, Vocabulary and Mechanics were taken into consideration. To study the effect of English writing skills components on achievement in English writing skills of the students, the following null hypothesis has been formulated,

**Ho5: There will be no significant difference in the mean achievement of English writing skills of standard IX students with respect to its components.**

Summary of ANOVA for components English writing skills such as Content, Organisation, Grammar, Vocabulary and Mechanics towards English writing skills is shown in Figure: 4.9 and Table 4.18.

**Figure 4.9**

**ANOVA for of Impact Components towards English Writing Skills**



**Table: 4.18****Summary of ANOVA for Components Towards English Writing Skills**

Source	df	Sum of Squares	Mean Square	F	P
Medium of Instruction	4	169177.2	42294.31	2.448315	2.428164
Error	160	2763979	17274.87		
Total	164	2933156			

The Table: 4.18 indicates that in case of main effects, 'F' ratio of 2.428164 for components is significant at both the levels. So, the hypothesis no. thirteen is not accepted. The means of students in components of English writing skills such as Content, Organisation, Grammar, Vocabulary and Mechanics on achievement test is Letter writing. It means that the students score in Components English writing skills in Content, Organisation, Grammar, Vocabulary and Mechanics do differ on their achievement in English writing skills. It can be seen that components of English writing skills have an impact on achievement of English writing skills. The difference is in favor of content.

To study further, post- ANOVA was applied. To study the difference in achievement for five components of English writing skills, Tukey Test was applied. The details of same is the presented in Table 4.19.



**Table 19**

**Summary of Tukey Test on Components of Writing Skills**

It is observed from Table: 4.19 that there is a difference in the achievement of students in different components of writing skills when compared with content to grammar and

Components category (I)	components category (J)	Mean Difference (I-J)	p-value
Content	Organisation	45.909	.616
	Vocabulary	76.030	.135
	Grammar	82.061	.000
	Mechanic	84.697	.000
organisation	Content	-45.909	.616
	Vocabulary	30.121	.885
	Grammar	36.152	.797
	Mechanic	38.788	.752
vocabulary	Content	-76.030	.135
	Organisation	-30.121	.885
	Grammar	6.030	1.000
	Mechanic	8.667	.999
grammar	Content	-82.061	.000
	Organisation	-36.152	.797
	Vocabulary	-6.030	1.000
	Mechanic	2.636	1.000
Mechanic	Content	-84.697	.000
	Organisation	-38.788	.752
	Vocabulary	-8.667	.999
	Grammar	-2.636	1.000

mechanics with reference to their English writing skills. When compared with the mean

difference of content with the other components, it is evident that the students had a better knowledge of content better than grammar and mechanics.

#### **4.2.6. Interaction effect between Location and type of school on English writing skills (A X B)**

To study the interaction effect between location and type of school on English writing

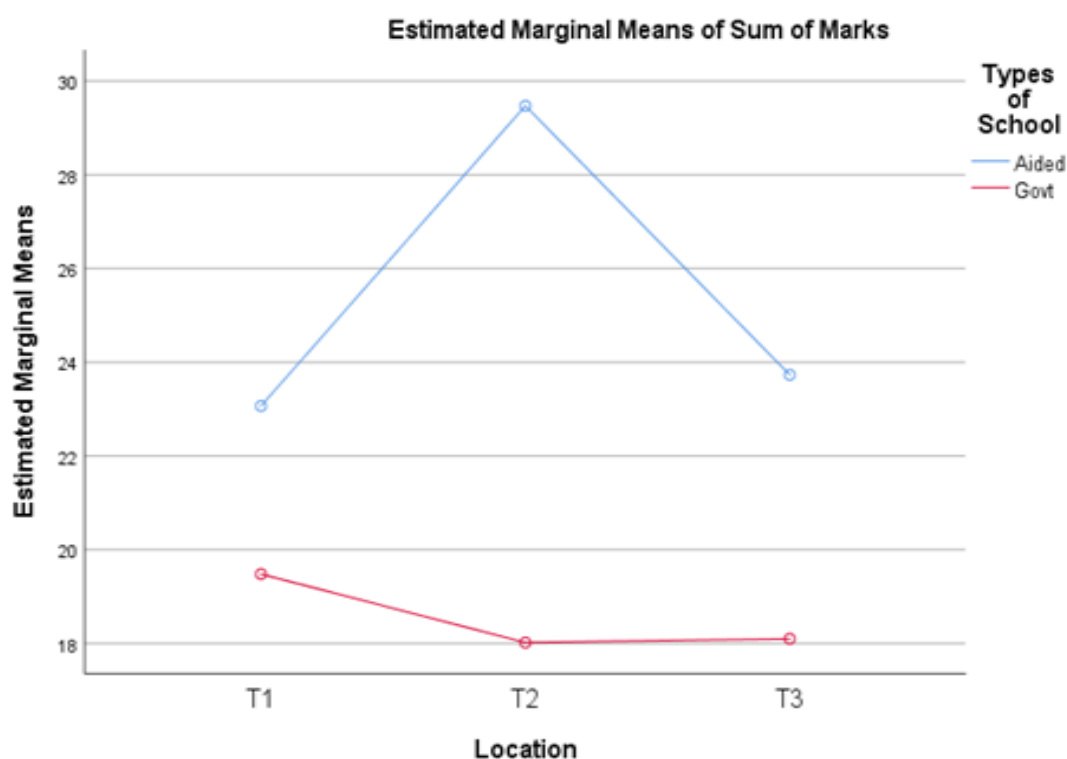
skills, the following null hypothesis has been formulated,

**Ho6 : There will be no significant interaction effect between location of schools and type of school on English writing skills.**

Summary of ANOVA for the interaction effect between location of schools and type of school on English writing skills (A X B) is shown with the help of the Fig 4.10 and Table 4.20.

**Figure:4.10**

**The Interaction Effect Between Location of Schools and Type of Schools on English Writing Skills. (A X B)**



**Table:4.20**

**Summary of ANOVA for the Interaction Effect Between Location of Schools and Type of Schools on English Writing Skills. (A X B)**

Type of school	Sum of squares	df	Mean Square	F	P
Between Groups	3616.587	2	1808.293	18.918	.000

Within Groups	130663.1	1367	95.584		
	872781.0	1373			

The table 4.20 indicates that the calculated value of  $F=18.918$  ( $p<0.01$ ) for the interaction effect between location of schools and type of schools on English writing skills (A X B) exceeds the critical value. Therefore 'F' ratio was significant at 0.01 level and the hypothesis fourteen is rejected. So, there is a significant interaction effect between location of schools and type of schools on English writing skills.

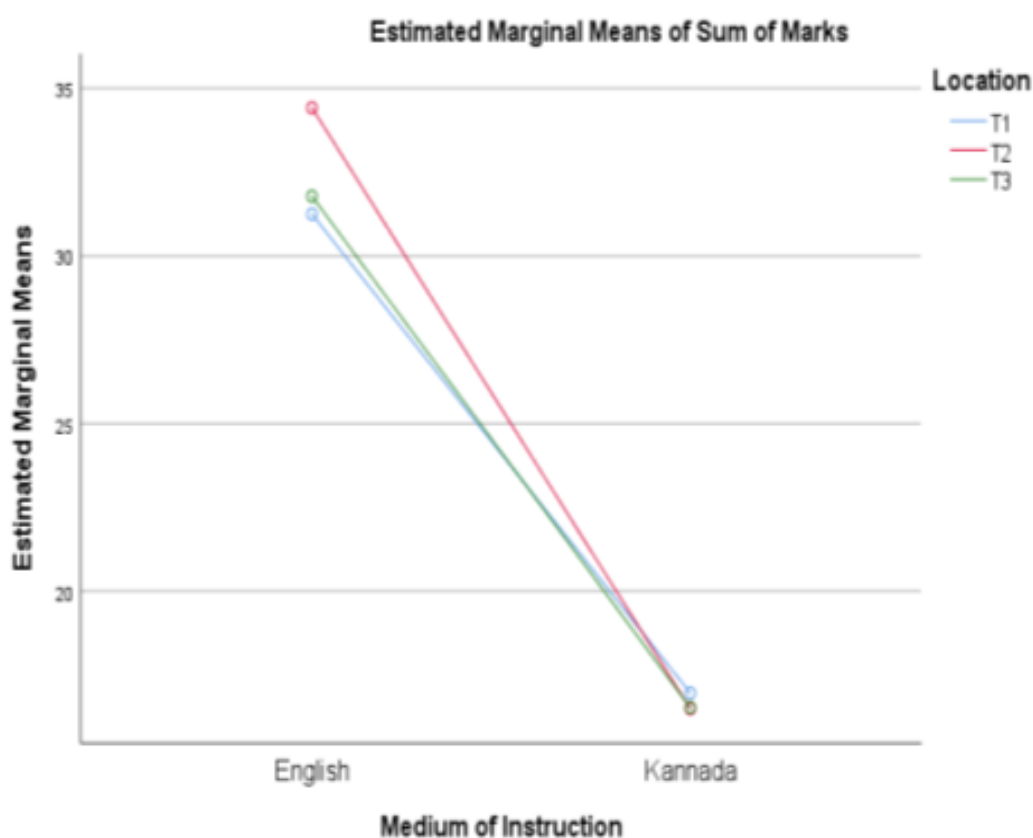
#### **4.2.7. Interaction effect between Location and Medium of Instruction on English writing skills (A X C)**

To study the interaction effect between location and medium of instruction on English writing skills, the following null hypothesis has been formulated,

**Ho7: There will be no significant interaction effect between location of schools and medium of instruction on English writing skills.**

Summary of ANOVA for the interaction effect between Location of schools and medium of instruction on English writing skills (A X C) is shown in Table 4.19.

**Figure:4.11**  
**Interaction Effect Between Location and Medium of Instruction**  
**on English Writing Skills (A X C)**



**Table :4.21**

**Summary of ANOVA on Interaction Effect Between Location and Medium of Instruction on English Writing Skills (A X B)**

Source	df	Sum of Squares	Mean Square	F	p-value
A X B	760.587	2	380.294	7.540	.000
Error	68945.479	1367	50.436		
Total	872781.000	1373			

The table 4.21 indicates that the calculated value of  $F = 7.540$  ( $p < 0.01$ ) for the interaction effect between location and medium of instruction on English writing skills (A X B) exceeds the critical value. Therefore 'F' ratio is significant at 0.01 level and

the hypothesis fifteen is rejected. So, there is a significant interaction effect between location and medium of instruction on English writing skills .

#### **4.2.8. Interaction effect between Types of School and Medium of Instruction on English writing skills (B X C)**

To study the interaction effect between types of school and medium of instruction on English writing skills, the following null hypothesis has been formulated,

**Ho8 : There will be no significant interaction effect between types of school and medium of instruction on English writing skills.**

Summary of ANOVA for the interaction effect between types of school and Medium of instruction on English writing skills (B X C) is shown with the help of Figure 4.12 and Table: 4.22

**Table: 4.22**

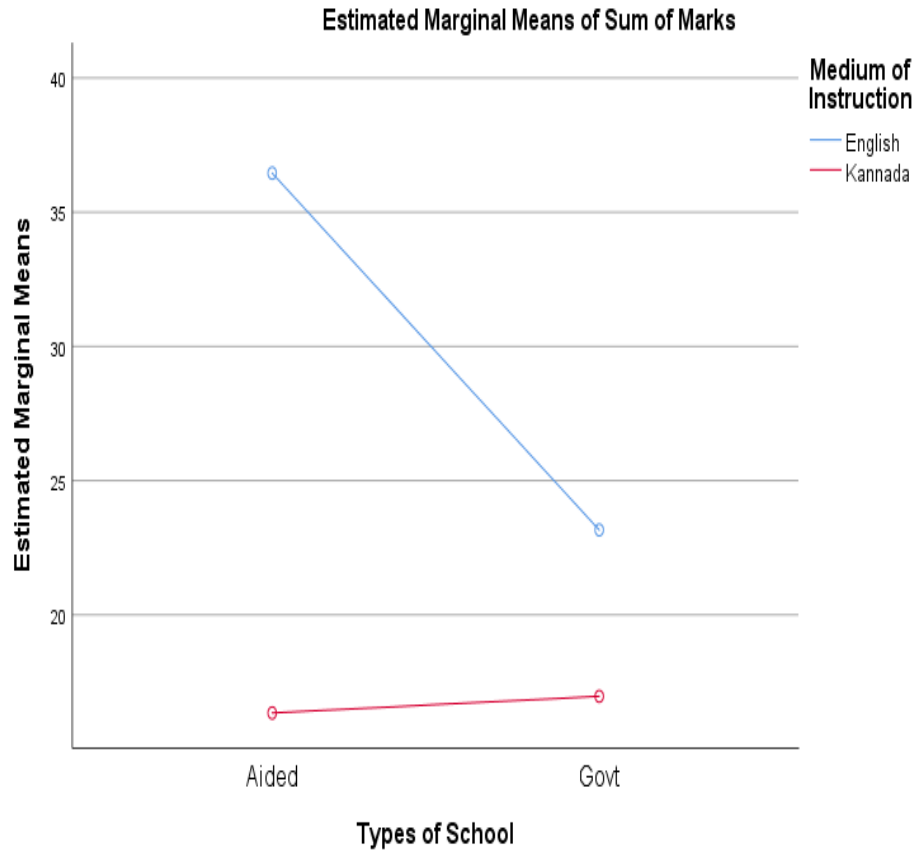
**Summary of ANOVA for the Interaction Effect Between Types of School and**

#### **Medium of Instruction on English Writing Skills (B X C)**

<b>Source</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>p-value</b>
<b>BXC</b>	13376.174	1	13376.174	53.011	.000
<b>Error</b>	51873.705	1369	37.892		
<b>Total</b>	872781.000	1373			

**Figure:4.12**

**Interaction Effect Between Types of school and Medium of Instruction on English Writing Skills (B X C)**



The table 4.22 indicates that the calculated value of  $F=5.3$  ( $p<0.01$ ) for the interaction between types of school and medium of instruction on English writing skills (B X C) exceeds the critical value. Therefore 'F' ratio is significant at 0.01 level and the hypothesis sixteen is rejected. So, there is a significant interaction effect between types of school and medium of instruction on English writing skills.

#### 4.2.9. Interaction effect between Location, Types of school and Medium of Instruction on English Writing Skills (A X B X C)

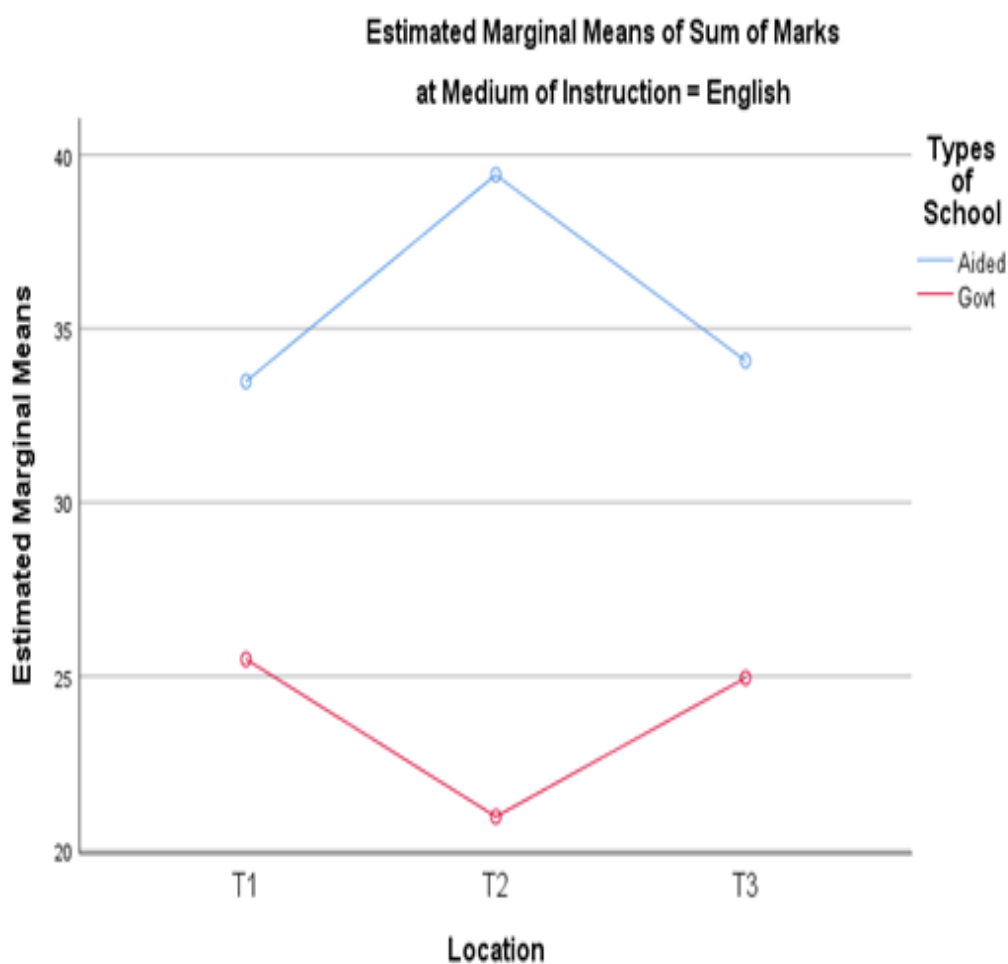
To study the interaction effect between location, types of school and medium of instruction on English writing skills, the following null hypothesis has been formulated,

**Ho9: There will be no significant interaction effect between location, types of school and medium of instruction on English writing skills.**

Summary of ANOVA for the interaction effect between location, types of school and medium of Instruction on English writing skills (A X B X C) is shown in Table: 4.23.

**Figure:4.13**

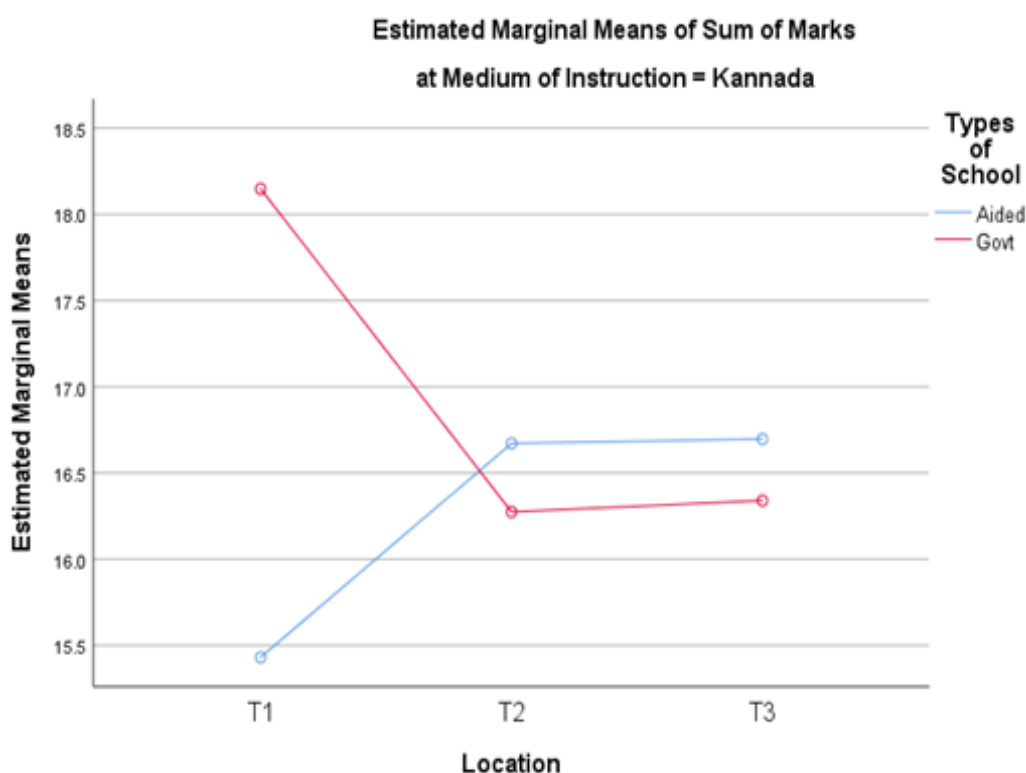
**Interaction Effect Between Location, Types of School and English Medium  
of Instruction on English Writing Skills (A X B X C)**



**Figure:4.14**

**Interaction Effect Between Location, Types of School and Kannada Medium  
of Instruction on English Writing Skills (A X B X C)**





**Table: 4.23**

**Summary of ANOVA for the Interaction Effect between Location, Types of School**

**and Medium of Instruction on English Writing Skills (A X B XC)**

Source	Sum of Squares	df	Mean Square	f	p-value
A X B XC	1190.039	2	595.019	16.953	.000
Error	47769.135	1361	35.099		
Total	872781.000	1373			

The table 4.23 indicates that the calculated value of  $F=16.953$  ( $p<0.01$ ) for the interaction effect between location, types of school and medium of instruction on English writing skills (A X B XC) exceeds the critical value. Therefore the 'F' ratio is significant at 0.01 level and the hypothesis seventeen is rejected. So, there is a

significant interaction effect between location, types of school and medium of instruction on English writing skills.

### **4.3 Analysis And Interpretation Of Common Errors Committed By The Students**

Error Analysis is one of the most useful tool in second language learning. It helps in revealing the problematic areas of language learning aiding syllabus designers, teachers, and textbook writers. The Errors committed by the students can tell the teacher how far towards the goal the has the learner progressed and what remains for him or her to learn. Hence, error analysis can be rightly termed as valuable feedbacks form the learners to the teachers.

In this section the common errors committed by the standard IX students in English writing skills are enunciated and based on that the identification of the learning difficulties in English is discussed.

**Identification of Error:** The data for the error analysis were the three writing activities such as story writing , essay writing and letter writing which was the part of the achievement test.

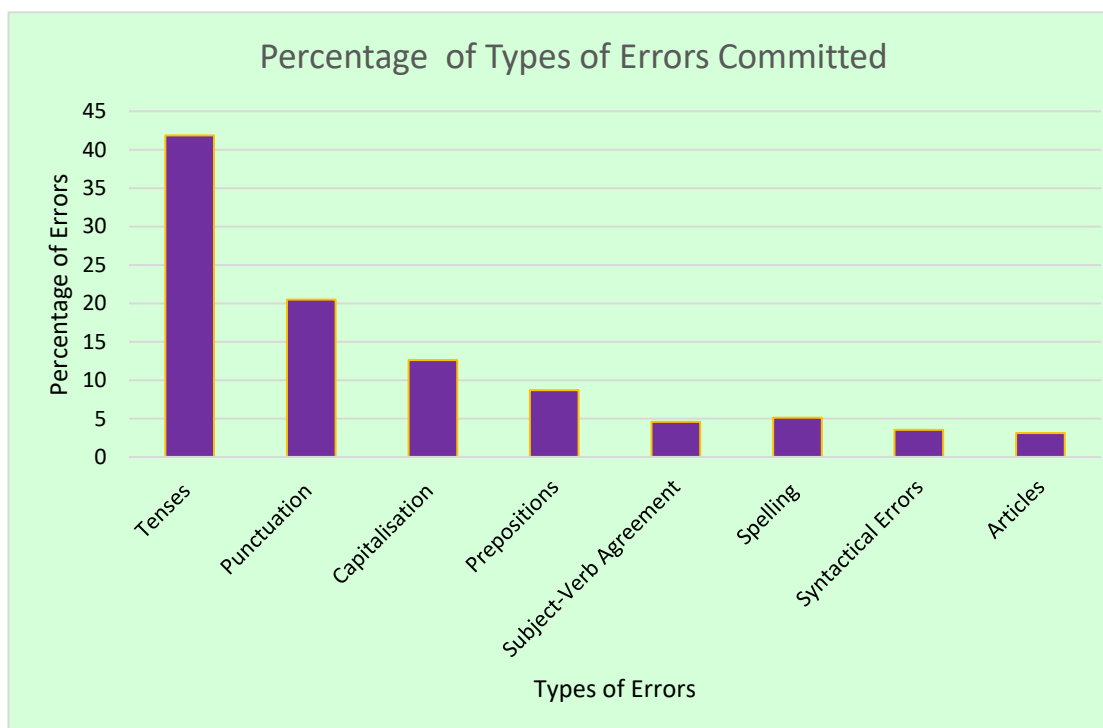
The written samples of the student were analysed keeping all the rules of English writing in view. The data collected were analysed in frequency and percentage. Each error was descriptively analysed by using the following steps given by **Corder (1967)**.

In first step involved the collection of data followed by identification of errors by carefully examining all erroneous sentences. Further the errors were classified into eight different types. Then findings and conclusions were drawn from the analysed data.

**Table 4.24**  
**Analysis of Common Errors made by the Students of standard IX**

Sl. No	Type of Error	No. of Error	Percentage (%)
1.	Tenses	5315	41.86688
2.	Punctuation	2600	20.4805
3.	Capitalisation	1600	12.60339
4.	Prepositions	1105	8.704214
5.	Subject-Verb Agreement	580	4.568728
6.	Spelling	650	5.120126
7.	Syntactical Errors	450	3.544703
8.	Articles	395	3.111461
<b>Total</b>		<b>12695</b>	<b>100</b>

**Figure 4.15**  
**Percentage of Types of Errors Committed by Students of Kodagu District**



The table above depicts the total number of errors committed by the students of grade IX which was 12695. The error in tenses and punctuation is at the highest position in term of errors and that is 5315 with a percentage of 41.86. The total number of student

is 1373 and the least number of errors committed by students of grade IX was in articles constituting 395 errors (3.11 percent).

#### **4.4 Case Study**

To probe deeper and to identify the reasons for the varied differences in the achievement of students in different schools case study was conducted. This part of the study analyses the reasons for the difference in the achievement of students in different schools by comparing the teacher Students' Responses of both high performing and low performing schools thus showcasing the problems faced by both the teachers and students in writing skills and highlighting the best practices followed by certain schools which has brought in some improvements in the English writing skills.

For the better understanding of the data for error analysis and questionnaire analysis, the high performing schools in English writing skills are mentioned as '**group A schools**' and the low performing schools in English writing skills are mentioned as '**group B schools**'.

##### **4.4.1 Identification of Cases for Case Study**

The following steps were followed during the process of case study

**Step one :** Identify intent and the type of design

**Step Two:** Approval and Access consideration

**Step Three:** Using appropriate data collection procedures

**Step Four:** Analyse and interpret data within a design

**Step Five:** Write the report consistent with the design

As a part of the first step of case study the schools for case study was selected using the school-wise achievement in English writing skills. From the total number of thirty-three schools of Kodagu district four low performing and four high performing schools were selected.

To select the schools for case study all the thirty-three schools were classified into low, average and high performing schools. For this a school wise achievement Mean, Median, S.D, Skewness and Kurtosis has been computed, as shown in Table: 4.25 and school-wise Mean achievement have been presented in Figure: 4.16.

**Table:4.25**

**School-wise Achievement in English**

<b>Sl. No</b>	<b>N</b>	<b>Median</b>	<b>Standard Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>	<b>Mean</b>
1	36	17.2	16.0	4.1	1.2	3.5
2	37	18.1	17.0	4.2	-0.3	0.4
3	37	18.9	18.0	5.2	0.2	-0.2
4	39	18.4	17.0	5.3	0.7	-0.1
5	33	25.5	23.0	11.0	0.9	-0.5
6	39	16.5	16.0	3.1	1.0	0.7
7	40	13.9	14.0	1.4	0.8	1.1
8	37	15.9	16.0	2.2	-0.1	0.4
9	39	31.6	33.0	9.5	0.0	-1.4
10	41	35.5	35.0	7.9	-0.2	-1.2
11	25	14.2	14.0	1.5	1.2	0.3
12	33	17.1	16.0	4.1	2.3	4.6
13	26	17.0	16.0	3.9	2.5	6.1
14	29	16.4	16.0	3.0	2.7	11.2
15	36	22.8	24.0	5.9	0.1	-1.3
16	33	18.8	17.0	3.0	0.6	-0.9
17	57	17.1	16.0	3.2	2.2	5.6
18	33	16.7	16.0	3.4	3.0	9.1
19	51	16.2	16.0	3.5	1.2	7.4
20	76	45.2	45.0	3.8	-0.8	1.9
21	48	34.9	31.5	9.1	0.2	-1.1
22	56	35.6	35.0	8.9	-0.2	-1.5
23	48	16.3	16.0	3.3	0.7	5.0
24	32	16.9	16.0	4.2	1.3	2.9
25	39	15.6	16.0	4.0	-1.8	6.0
26	37	16.7	16.0	3.4	1.3	4.2
27	40	25.0	24.0	7.2	0.6	0.5
28	36	16.6	16.0	3.6	0.8	5.1
29	60	16.7	16.0	3.2	2.2	5.8
30	41	16.7	16.0	4.1	0.9	3.6
31	39	16.7	16.0	2.9	2.3	7.6
32	64	30.6	29.0	7.6	0.6	-0.5

<b>33</b>	56	38.0	43.5	7.9	-1.1	0.2
<b>Total</b>	<b>1373.0</b>	<b>709.2</b>	<b>692.0</b>	<b>158.6</b>	<b>26.7</b>	<b>84.3</b>

From the table No: 4.23 it is found that the mean achievement score ranges from 13.9 to 45.2. The Q1 was 16.5 and Q3 was 29.1. It was found that 7 schools fell below the range of Q1 and these schools were considered as Low performing schools in English writing skills. The Mean score of these schools were as follows 13.9, 15.9, 14.2, 16.4, 16.2, 16.3, 15.6 for S7, S8, S11, S14, S19, S23, S25 schools simultaneously.

There were 19 schools that fell within the range of Q1 and Q3. These 19 schools with the scores such as 17.2, 18.1, 18.9, 18.4, 25.5, 16.5, 17.1, 17.0, 22.8, 18.8, 17.1, 16.7, 15.6, 16.7, 25.0, 16.6, 16.7, 16.7, 16.7 from. S1, S2, S3, S4, S5, S6, S12, S13, S15, S16, S17, S18, S24, S26, S27, S28, S29, S30, S31 were considered as average performing schools in English writing skills.

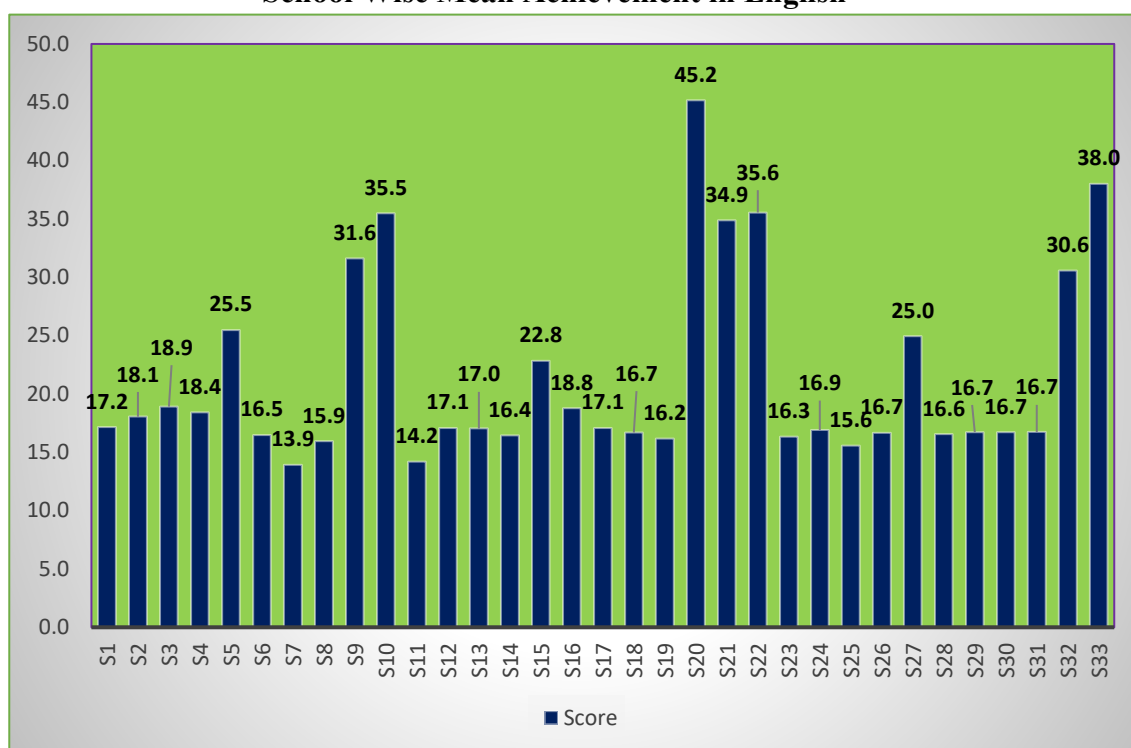
There were 7 schools such as S9, S10, S20, S21, S22, S32, S33 that had a score of 31.6, 35.5, 45.2, 34.9, 35.6, 30.6, 38.0. These schools scores ranged above the Q3 range. Hence these schools are considered as high performing schools in English writing skills.

The achievement of the students in English writing skills varied from school to school. Only seven schools out of thirty three i.e. about twenty one percent schools had low as well as high performing students. While nineteen schools out of thirty three i.e. about fifty eight percent schools had average performing students in English writing skills.

So, for the case study from seven low achieving schools, four schools with the lowest mean were selected for case study. The schools with the mean score of 13.9, 15.9, 14.2 and 15.6 i.e. the schools such as S7, S8, S11 and S25 schools were simultaneously selected.

Similarly, from the seven high achieving schools four schools such as S20, S21, S22, S33 with the mean score of 45.2, 34.9, 35.6, 38.0 were selected for the case study.

**Figure: 4.16**  
**School Wise Mean Achievement in English**



#### **4.5 Analysis and Interpretation of Common Errors Committed by the Students**

Apart from the error analysis conducted for the total data collected for survey, error analysis was also conducted as a part of case study to identify the learning difficulties of the students in detail. One cannot start diagnosis without any basis regarding the information about the errors committed by the students. Diagnosis starts with the interest of identifying the learning difficulties faced by the students resulting in the observed errors in the responses of the students. Though an overall picture of the errors committed by the students of Kodagu district was computed using the Mean, Median, S.D, Skewness and Kurtosis and ANOVA for the entire sample of 1373 students, a detailed error analysis is conducted for the selected eight schools of the case study.

To identify the specific areas the students committed errors all the students of the eight schools involved in the case study were selected. The sample for the error analysis consisted of 161 students from the high performing schools (group A) and 203 students from the low performing schools (group B). The achievement test papers of these

students were used to analyze the errors committed by these students. Here the common errors committed by the students in English of standard IX are enunciated and the identification of the learning difficulties in English is discussed.

### **Identification of Error:**

The commonly occurring errors by the students in English were located and identified with the help of observations based on the answer sheets of the achievement test and informal talk with experienced teachers about their observations on the common errors committed by the students in English of standard IX. The students committed errors in different areas like

- Tenses
- Punctuation
- Capitalization
- Preposition
- Subject verb agreement
- Articles
- Syntactical Errors
- Spelling

#### **4.5.1. Errors in the Use of Tenses**

**Table 4.26**  
**Errors committed by no. of Students in Tenses**

Sl. No	Error in Tenses	No. of students	Percentage (%)
1	Group A	121	75.1
2	Group B	201	99

The error in tenses is at the highest position in term of errors committed by Class IX students constituting with an average of 87.5 percent. Among 161 students from group A schools 121 (75.1 percent) students committed errors in tenses and among 203 students from group B schools, 201 (99 percent) students committed errors in tenses.



The results of the analysis of the grammatical errors shown in table above disclose that the most common grammatical errors were in the use of the correct tenses. To mention in detail about the errors in tenses it is evident that five percent of the students from group A and 55 percent of students from group B schools used the present progressive instead of the present simple tense. 32 percent of the students from group A schools and 61 percent of students from group B schools used the simple present instead of the present perfect tense. Similarly, 19 percent of the students from group A schools and 55 percent of group B school students used the simple past instead of the simple present. However, 8 percent students from group A schools and 52 percent of students from group B school used the simple past instead of present perfect tense. 21 percent of students from group A schools and 72 percent of group B school students used past continuous in the place of present continuous tense.

Few examples for errors committed by students in in the given tasks are:

- *Trees is important for life on Earth.* (*Trees are important for life on Earth.*)
- *Trees are consider man's best friend.* (*Trees are considered man's best friend.*)
- *Tall trees had been saved many people's lives...* (*Tall trees have saved many people's lives....*)
- *Then she swim away.* (*Then she swam away*)

So, it can be concluded that majority of the students committed errors in tenses. The students were confused with the types of tenses and with their uses. 'in' form was mostly found confusing for group B school students.

#### 4.5.2. Errors in the Use of Punctuation

**Table 4.27**  
**Errors committed by no. of Students in Punctuation**

Sl. No	Error in Punctuation	No. of students	Percentage (%)
1	Group A	109	67.7

2	Group B	196	96.5
---	---------	-----	------

Errors in the use of punctuation constitutes to an average of 82.1 percent among the standard IX students. 109(67.7 percent) students from group A schools and 196 (96.5 percent) students from group B schools used punctuation marks inappropriately. Their writings indicates that these students had difficulty in using the punctuation marks correctly to convey information accurately and effectively.

Both the group A and group B schools did not commit much errors in the use of *full stop* which was almost used adequately and correctly and the error in the usage of the same did not constitute to more than 50 percent.

The *commas* which are used extensively in order to help the readers convey the intended meaning in long sentences were not adequately used. However, Group A school students did not find the usage of commas very difficult as only 32 percent of students from group A committed errors in the use of commas while 68 percent of students from group B schools were confused with the use of commas. The students from group A and group B schools also committed errors in the use of *semicolon* and the *colon* in places where

punctuations are absolutely necessary. 47 percent of students from group A and 75 percent of group B committed errors in the usage of colons and semicolons.

The data obtained from the students' module writing showed that the above-mentioned punctuation errors were in higher number. However, it was also noted that the students committed punctuation errors in few of the below mentioned areas showcasing that they suffered serious deficiency in applying the punctuation system correctly in their writing. The other error categories found among these students under punctuation are as follows:

Incorrect usage and omission of the colon and semicolon.

- Absence of the exclamation mark
- Run-on sentences
- Evidence of poor revision of what is written
- Lack of spaces between words.
- Lack of question marks.
- Total negligence of use of hyphens.
- Omission of the comma after introductory elements and after conjunctions.

Few examples for errors committed in punctuation by students in in the given tasks are:

- We should protect *trees plant* more trees and tell people how important trees are(We should protect trees,\_plant more trees and spread awareness of the importance of trees)
- He said what a selfish merchant (He exclaimed,\_"What a selfish merchant!"\_

#### 4.5.3. Errors in the Use of Capitalisation

**Table 4.28**  
**Errors committed by no. of Students in Capitalisation**

Sl. NO	Error in Capitalisation	No. of students	Percentage (%)
1	Group A	105	65.2
2	Group B	193	95

The misuse of capital letters was also one of the most common writing problems noted in this study. At an average 80.1 percent of students committed capitalization error and it ranks number three out of ten. It is evident from the above table that 105 (65.2 percent) students from group A schools and 193 (95 percent) students from group B schools used capital letters instead of lower-case letters and vice versa.

Among the capitalization errors using small letters instead of capital constituted more.

While 45 percent of the students from group A committed this error, all 95 percent of students from group B used lower case instead of capital letters.

Among the capitalization category the data for the present study showed

- Absence of the capital letter at the beginning of new sentences.
- Rare capitalization of proper nouns.
- Confusion with capitalizing common nouns and proper noun

Few examples for errors committed in capitalization by students in in the given tasks are:

- *trees* provide shelter and food for *Animals* and birds. (*Trees* provide shelter and food for *animals* and birds)
- *dear yini* (*Dear Vini*)

#### 4.5.4. Errors in the Use of Prepositions

**Table 4.29**  
**Errors committed by no. of Students in Prepositions**

Sl. No	Error in Prepositions	No. of students	Percentage (%)
1	Group A	111	68.9
2	Group B	192	94.5

The errors which the students committed in the use of prepositions amounted to an average of 81.7 percentage. Among 161 students from group A schools, 111 (68.9 percent) students and among 203 students from group B schools, 192 (94.5 percent) students had difficulty in the use of preposition in their writing.

Among the types of error 52 percent of students from group A schools and 87 percent of students from group B schools had committed omission of preposition errors. Addition of preposition was done by 44 percent of students from group A schools and

73 percent of students from group B schools and misuse of preposition was a basic problem among 60 percent of students from group A schools and 78 percent of students from group B schools.

It was also evident from the analysis of prepositional errors that the majority of students had difficulty in the selection of the correct preposition, especially those following verbs and the students redundantly used a preposition where it is not needed. The areas where the errors were noted in the writing of the students where is as follows

Verb + Preposition

Noun + Preposition

Adjective + Preposition

Preposition + Preposition

Examples for errors committed in preposition:

- Vinay lives on the neighbouring town. (Vinay lives in the neighbouring town.)
- The moneylender asked the maid to keep an eye at her. (The moneylender asked the maid to keep an eye on her.)

#### 4.5.5. Errors in the Use of Subject-Verb Agreement

**Table 4.30**  
**Errors committed by no. of Students in Subject-Verb Agreement**

Sl. No	Error in S-V Agreement	No. of students	Percentage (%)
1	Group A	102	63.3
2	Group B	181	89.1

The errors committed by the students of standard IX in the use of SVA amounted to an average of 76.2 percent. 102 (63.3 percent) students from group A schools and 181 (89.1 percent) students from group B schools committed subject-verb agreement error.

Among the types of subject-verb agreement error, 32 percent of students from group

A schools and 55 percent of students from group B schools misplaced plural subject with singular verb and 35 percent of students from group A schools and 49 percent of students from group B schools misplaced singular subject with plural verb. With these errors few other common errors noticed in subject verb agreement were

Third person singular number in agreement with verb

Third person plural number in agreement with verb

Disagreement of verbs with compound subjects

Examples for errors committed in SVA by students in in the given tasks are:

We was standing in the queue. (We were standing in the queue.)

Some of the money were missing. (Some of the money was missing.)

#### 4.5.6. Errors in the Use of Articles

**Table 4.31**  
**Errors committed by no. of Students in Articles**

Sl. No	Error in Articles	No. of students	Percentage (%)
1	Group A	99	61.4
2	Group B	179	88.1

The errors in the use of articles made by the students amounted to an average of 74.75 students. 99 (61.4 percent) students from group A schools and 179 (88.1 percent) students from group B schools committed errors in the use of articles such as ‘a’, ‘an’ and ‘the’.

The main errors found to be made by the students were omission of the articles, 30 percent of students from group A and 43 percent of students from group B dropped the article when they had to use it. The next in the row is addition of the article 27 percent of students from group A and 20 percent of students from group B added a redundant article where it was not a necessity. The final category being the substitution of the articles, only 13 percent of students from group A schools and 9 percent of students

from group B schools substituted the right article with the wrong one.

Example: She wanted a adventurous life. (She girl wanted an adventurous life.)

Vijay's dad works in a university. (Vijay's dad works in a university.)

We just walked for about a hour in the garden.( We just walked for about an hour in the garden.)

#### 4.5.7. Syntactical Errors

**Table 4.32**  
**Syntactical Errors committed by no. of Students**

Sl. No	Syntactical Errors	No. of students	Percentage (%)
1	Group A	98	60.8
2	Group B	173	85.2

An average of 73 percent students of standard IX committed syntactical errors. 98 (60.8 percent) students from group A schools and 173 (85.2 percent) students from group B schools committed Syntactical Errors. Among the types of Syntactical Errors 12 percent of students from group A schools and 41 percent of students from group B schools omitted the plural ending. 52 percent students from group A schools and 73 students from group B schools was found to misuse and add the plural ending 's' However, the other syntactic errors committed by students of standard IX which did not constitute above 50 percent are as follows

- Misuse of possessive 's'
- Incorrect use of comparative adjectives
- Wrong word form

Examples for errors committed in syntax by students in in the given tasks are:

- She is a girl very nice. (She is a very nice girl.)
- My mind was full of a proverb (I was reminded of a proverb).

#### 4.5.8. Errors in the Use of Spelling

**Table 4.33**  
**Errors committed by no. of Students in Spelling**

Sl. No	Errors in Spelling	No. of students	Percentage (%)
1	Group A	92	57.1
2	Group B	154	75.8

Spelling errors was another serious problem noted in this study. It ranks eighth in the hierarchy. An average of 66.45 percent students of standard IX had problem with spellings. 92 (57.1 percent) students from group A schools and 154 (75.8 percent) students from group B schools committed Spelling Errors. While analyzing students' spelling mistakes most of the errors constituted to substitution. 44 percent of students from group A schools and 59 percent of students from group B schools substituted a letter or more for another. Similarly, 50 percent of students from group A schools and 44 percent of students from group B schools had problem with spelling omission. This includes errors caused by omitting one letter or more in a word.

In addition to these spelling errors, the other spelling errors committed by students of standard IX which did not constitute above 50 percent are as follows:

- Addition of letter, which refers to adding an extra letter or letters to a word.
- Letter disordering, which refers to disordering some letters in a word.
- Segmentation, which refers to writing one word as two, or segmenting the word.
- Unrecognizable words, this category includes words that could not be recognized because they were unreadable.

Examples for errors committed in spelling by students in in the given tasks are:

- A batch of wolfes chased him to the gates.( A pack of wolves chased him to the gates.)
- We went to the moll and spent time tugeder.( We went to the mall and spent time together.)



#### 4.5.9 Comparison of Errors committed by Group A and Group B Students

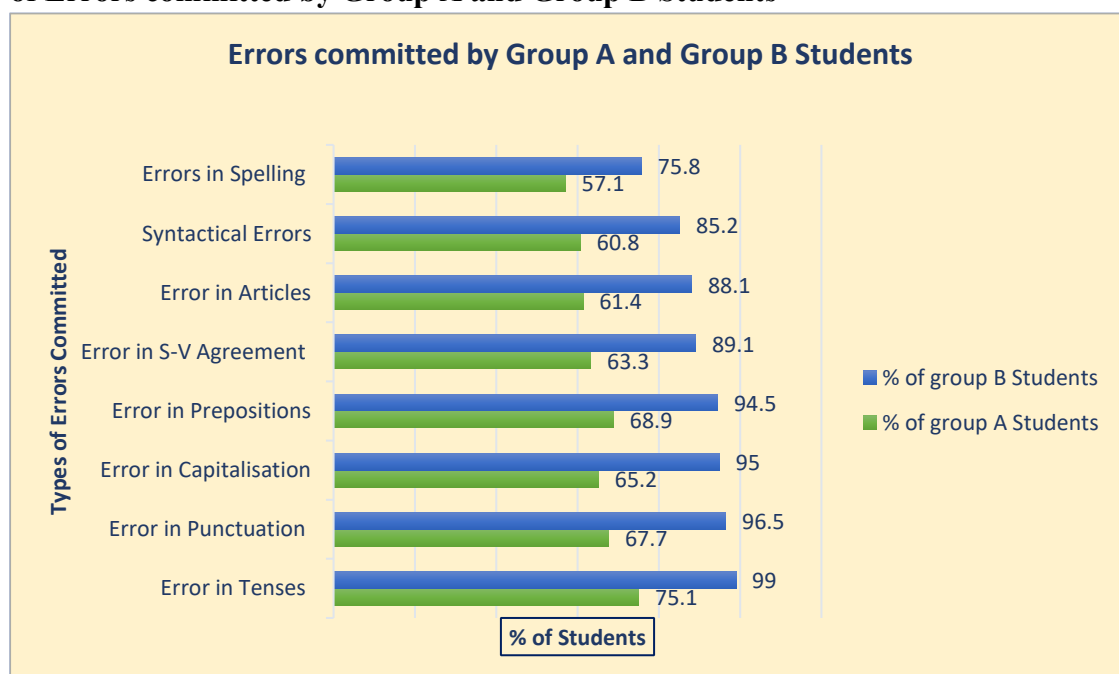
The below given table and figure will give an overall picture of the Errors committed by Group A and Group B Students.

**Table 4.34**  
**Comparison of Errors committed by Group A and Group B Students**

Sl.No.	Types of Error	% of group A Students	% of group B Students
1	Error in Tenses	75.1	99
2	Error in Punctuation	67.7	96.5
3	Error in Capitalisation	65.2	95
4	Error in Prepositions	68.9	94.5
5	Error in S-V Agreement	63.3	89.1
6	Error in Articles	61.4	88.1
7	Syntactical Errors	60.8	85.2
8	Errors in Spelling	57.1	75.8

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**of Errors committed by Group A and Group B Students**



From the above table on analysis of the errors committed by the students from eight schools it was found that the students from group B, i.e. low performing schools

committed the highest number of errors than the group A schools (high performing schools). Ninety and above percentage of students from group B committed errors in tenses, punctuation, capitalization and prepositions and more than seventy five percent of students committed errors in all the eight areas mentioned.

To understand and analyze the reasons for student's weak performance in the above-mentioned areas the investigator collected data from the teachers and the students with the help of teachers and student's questionnaire, interview schedule and class observation.

#### **4.6 Data Analysis Based on Questionnaire, Interview and Class Observation**

To study in depth about the highest and lowest performing schools with respect to their English writing skills a triangulation of the teachers' questionnaire, students' questionnaire, interview with the teachers and class observation were used. Since this study consists of at least two data sources for each of the aspect under each component, the triangulation of data was conducted to interpret the data. Basically the data from different data sources were triangulated and those responses from different data sources which had consensus or were aligned in the same direction were considered valid for the findings. Each data source had responses or the facts based on the type of data source it was either questionnaire & interview responses or class observation.

The sample for the case study consisted of eight teachers, four teachers were from high performing schools and four from low performing schools. Total number of students involved in the case study was 364 students among which the students from high performing schools comprised of 161 students and 203 students from low performing schools.

The questionnaire for teachers were given to all the eight teachers and the same teachers were interviewed and their classes were observed to collect more information.

The 364 students of the selected eight schools were also given a questionnaire to know their views and perspectives regarding writing skills and to cross examine with certain responses of the teachers.

To probe into the reasons that led some schools to achieve better in English writing skills and the reasons that hindered the performance in English writing skills in the other schools, few specific aspects were considered. The personal details of the teachers and students, teaching of English writing skills in the classroom, writing skills in the English textbook, training and orientation, purpose of writing skill, resources available in the school, different types of learning strategies used for writing skills, pre writing, during –Writing, post writing, student response, modes of writing, examination pattern followed in the school, factors influencing writing, difficulties faced by teachers and students and opinions were considered to be the factors that might have helped or hindered the performance of the students. However, few suggestions were also taken from the teachers to know about their perspective of where the problem persisted. For the better understanding of the data the high performing schools in English writing skills are mentioned as ‘**group A schools**’ and the low performing schools in English writing skills are mentioned as ‘**group B schools**’.

**Note:** The findings of the study are presented with the following criteria:

**None:** Zero percent.

**Few:** one (one percent) to 49.99 percent

**Most:** Fifty (50 percent) percent to 65.99 percent.

**Majority:** Sixty Six (66 percent) percent to 99.99 percent.

**All:** Hundred (100 percent) percent.

#### **4.6.1. Personal Details of The Teachers and Students**

To get the detail picture of the reasons for some schools to perform better and others to

have low performance a detailed inquiry about teachers and students personal information such as name, school, qualifications, position or status, total teaching experience and experience at the present school etc. were considered important.

**Table No. 4.35**

**Academic qualification of the teachers**

Sl. No	Qualifications	Gr. A	Gr. B
1	B. Ed	4	4
2	M.A, B. Ed	2	0
3	M. Phil	1	0

From the above table No: 4.35, it is evident that, out of 8 teachers, all the 8(100 percent) teachers have completed B.Ed., two (25 percent) teachers hold master's degree and only one(12.5 percent) teacher hold M.Phil. Degree. So it can be concluded that all the teachers are qualified with the basic educational qualification. However, all the four (100 percent) teachers from the group A schools had B.Ed. degree and two (50 percent) teachers had master's degree and one (25 percent) had M.Phil. Degree too. But the teachers from the group B schools had only a B.Ed. degree.

So it can be said that the group A schools which were high performing schools had teachers with higher qualification and they performed better than the teachers with a basic qualification of B.Ed.

**Table 4.36**

**Position/ Status of the teacher**

Sl. No	Position/ status	Gr. A	Gr. B
1	Assistant teacher	4	0
2	Head Master	3	1

The above table No: 4.36 shows that, all the 4(100 percent) teachers from group A schools and three (75 percent) from group B schools are assistant teachers .Only one

(25 percent) teacher from group B schools is a head master. This shows that most of the teachers held similar position.

**Table 4.37**  
**Total Teaching Experience**

<b>Sl. No</b>	<b>Years of experience</b>	<b>No of Teachers Total Experience</b>	<b>No of Teachers Experience in the present school</b>
1	1-5 Group A	1	2
2	1-5 Group B	1	0
3	6-10 Group A	1	0
4	6-10 Group B	1	1
5	11-15 Group A	0	1
6	11-15 Group B	4	4

From the above table No: 4.37 it can be seen that, out of four teachers from group A schools, one (25 percent) teacher had a total experience of 1-5 years and two (50 percent) teachers have a total of 1-5 years of experience in the present school. Only one (25 percent) teacher from group B schools had a total experience of 1-5 years.

From group A schools, one (25 percent) teacher has total experience of 6-10 years and from group B schools none of the teachers have a total of 6-10 years of experience in the present school. Among the teachers of group B schools one (25 percent) teacher had 6-10 years total experience and one (25 percent) teacher had 6-10 years' experience in the present school.

With reference to total experience of 11-15 years, none of the teachers from group A schools had a total experience of 11-15 years while one (25 percent) teacher had a 11-15 years' experience in the present school they are teaching. four (50 percent) teachers from group B schools had 11-15 years total experience while four (100 percent)

teachers had total of 11-15 years of experience in the present school they are teaching.

So it can be concluded that the teachers of the low performing schools (group B schools) were more experienced than the high performing schools.

**Table 4.38**  
**Medium Teachers Studied**

Groups of teachers	Medium studied	No of teachers
Group A teachers	Kannada medium	0
Group A teachers	English Medium	4
Group B teachers	Kannada medium	3
Group B teachers	English Medium	1

From the above table it is evident that none of the teachers from group A were from Kannada medium and all four (100 percent) teachers from group A schools had completed their studies from English medium. In contrast to this three (75 percent) teachers from group B schools had completed their education in Kannada medium schools and only one (25 percent) teacher from group A schools had completed studies from English medium.

#### **Class observation and Interview**

All the teachers who studied in Kannada medium schools were found to communicate in Kannada with the students. The teachers also felt that the students understood better when everything was translated in Kannada. These teachers also hesitated to speak in English when they were interviewed and lacked confidence while communicating compared to the other teachers who were from English medium schools. The teachers who had studied in Kannada medium lacked fluency in speech and committed

grammatical errors during their communication.

Hence it can be concluded that the teachers who hail from Kannada medium were not confident in teaching English and this can be one of the factor that the teachers are not able to perform well in the classrooms. So, it is found that all the teachers from group A schools had studied in English medium schools and majority of the teachers from group B schools had studied in Kannada medium schools. This shows that the teachers who had completed their education in English medium performed better than the teachers who were from Kannada medium schools.

**Table 4.39**

**Medium Students Studied**

<b>Groups of Student</b>	<b>Medium Studied</b>	<b>No of Students</b>
Group A Students	English	137
Group A Students	Kannada	24
Group B Students	English	42
Group B Students	Kannada	161

With reference to the student's medium of study 137 (68.5 percent) students from group A schools studied English for 10 years and 24 (12 percent) students from the same group studied English for only seven years.

Among the group B school students 50 (24.6 percent) of the students have studied English for 10 years and 153 (75.3 percent) students have studied English for only 7 years.

So it is evident that Majority of the students from group A studied in English medium from kindergarten while only few students from group B schools studied in English medium from kindergarten and majority of them studied in Kannada medium where they started studying English from grade three .

#### **4.6.2. Learning and Teaching in the Classroom**

##### **Interest in Language**

97(60.2 percent) students from group A schools found English writing classes interesting. The reasons for this stated by the students were that the English teacher was

very good, close to them and helpful. Few students opined that they love English language; some felt English language was interesting because it helped them to communicate better. 64 (39.7 percent) of the students from the same group revealed that they did not find writing classes interesting because the topics were boring, teachers did not give enough time to write, did not like writing long paragraphs, it consumed a lot of time. 25 (12 percent) students from group B schools found writing interesting and the reasons stated were that they want to improve English. However, 185 (91 percent) of the students from the same group felt writing classes were boring because they rarely understood the questions, they did not know to write, and writing exercises would be always given as homework.

So it can be concluded that the majority of the students found English writing classes uninteresting especially the group B school students.

**Interview Response:** Both the teachers from group A and group B opined that the students did not show much interest in doing the writing tasks compared to doing the other the activities related to the other skills. The reasons given by these teachers were that the students inexperience in doing such task from the lower class, their difficulty in the use of language and inefficiency and their disinterest in the subject. Moreover, the teachers' feels that writing tend to take more time than other subjects.

**Table No. 4.40**

**Medium of instruction**



Sl. No	Item No.1	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
a.	Use of English as the medium of instruction	4	0	0	4

### Teachers' Responses

The above table No: 4.40 shows about the medium of instruction in the classroom. It can be seen that among the four teachers, group A schools teachers, all the four (100 percent) teachers used English as the medium of instruction. However, none of the teachers from group B schools used English as the medium of instruction, rather they used Kannada. The teachers who used Kannada as the medium of instruction claimed that the students found it difficult to understand when English was used during teaching. Moreover, they also asserted that they did use English language during the lesson to a large extent.

### Student Response:

There were a total number of 364 students who responded to this question. All 161 (100 percent) students from group A schools opined that they were able to interpret the instructions given by the teacher in English.

Out of 203 students 42 (20 percent) students from group B schools were able to interpret the instructions given by the teacher in English with contrast to 157 students (77.3 percent) who found it difficult to interpret the instructions given in English. Among 364 students all the 161(100 percent) students from group A schools revealed that the teachers used English while teaching learning process and mother tongue was not used to explain any concepts of writing skills. However, with reference to the students of group B schools 203 (100 percent) students from group B stated that the teacher used the mother tongue while explaining the writing task. All (100 percent)

students of group B schools also opined that they understood better when the teacher used the mother tongue while explaining the writing task.

### **Interview Response**

Among the 8 teachers four (50 percent) English teachers emphasized on writing skill. two(25 percent) teachers gave importance to Reading Skill and speaking and two (25 percent) teachers emphasized on Listening skill.

**Class observation:** The teachers from group B schools were found to use mother tongue to explain every part of the lesson and activities. Sometimes the teachers used only Kannada to teach English language.

So it can be concluded that Group B school students were more familiar with Kannada rather than English language and the teachers did not do much to help the students overcome the barrier they had for English. The group B teachers inefficiency in making

the student familiar with English or their constant use of Kannada in teaching English was one of the reasons for students to perform low in English writing skills.

**Table No.4.41**  
**Strength of the Classroom**

<b>Sl. No</b>	<b>Item No.1</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
<b>B</b>	Comfortable with the number of students in class	<b>1</b>	<b>3</b>	<b>0</b>	<b>4</b>
	IX				

### **Teachers' Responses**

Among the four schools that fall under group A, the number of students in three schools was more than 50. Only one (25 percent) teacher from group A felt

comfortable with the group size because her class consisted of 25+ students only. The other three (75 percent) teachers were not comfortable with the strength of the classroom. All the four (100 percent) teachers from group B schools found it uncomfortable with the number of students in class IX. Among the teachers who taught 50+ students two (50 percent) teachers opined that the classroom was crowded and maintaining discipline seemed a great challenge. They also felt that they were overburdened with corrections and maintaining records of each student. One (25 percent) teacher claimed that the overcrowded classrooms did not in any ways help neither the teachers nor the students in the teaching and learning process. However, the teacher with the 25+ student strength also was not much comfortable with the class strength. They felt that the students' inability to understand English forced each teacher to give individual attention but the strength was a huge hindrance.

So it can be concluded that the teachers who had a student strength above 30 in a classroom felt uneasy while teaching over the teachers who had a small group of students. The reasons for the comfortability in the teachers were the problems they faced while maintaining discipline, correction overload, giving individual attention, timely correction and giving feedback to every student.

### **Class Observation**

Most of the group B schools were overcrowded and maintaining discipline was found to be a tedious job for the teachers. These teachers also were over burned with correction work and most of the books were not corrected or correction partially done .

**Table No.4.42**

**Time Spent on Teaching Writing Skills**

Sl. No	Item No.1	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
c.	Time spent on teaching writing skills is adequate	0	4	2	2

### **Teachers' Responses**

Among the teachers of group A schools all the four (100 percent) teachers opined that the time spent on teaching writing skills is not adequate. This shows that the teachers

did not have enough time for practicing writing skills to the students. Similarly except

one teacher all the other two (50 percent) teachers of group B schools felt that the time spent on teaching writing skills inadequate.

### **Interview Response**

Regarding the time spent by teachers in practicing English writing in the classroom, four teachers (100 percent ) from group A schools responded that they spend 20 minutes in practicing writing in their English class. two teachers from group B schools opined that they spend 15 minutes and the other two (25 percent) 10 minutes. So it can be concluded that though there seemed no specific time frame spent by both group A and B teachers for teaching writing skills, yet it was found that group A school teachers spent more time to teach writing skills than the group B school teachers.

**Table No.4.43**  
**Number of Classes Spent on Writing Skills**

<b>Sl. No</b>	<b>Item No.1</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
<b>d.</b>	Content with the number of classes to improve the writing skills of the students	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>

### **Teachers' Responses**

All the eight (100 percent) teachers from group A and group B schools found to be unhappy about the number of classes they spent to improve the writing skills of the students. All the eight (100 percent) teachers spent around not more than one hour in a week for practicing writing skills.

### **Students' Responses**

None (0 percent) of the students from group A and B mentioned a specific number of classes utilised by the teachers for English writing skills. Most of them opined that if

there was any writing exercise in the textbook it was done as a part of completing the exercise.

141(87 percent) of the students from group A schools expressed that the classes allotted for writing was not adequate in contrast to 26 (13 percent) of students from the same group who felt the time utilized for the writing task by the teacher was enough.

From group B schools, 12 (24 percent) of the student stated that classes allotted for writing was not adequate and 137 (73 percent) of students felt the time utilized for the writing task by the teacher was enough. The reason stated by these students was that the writing activities seemed boring.

### **Interview Response**

The teachers opined that the time table did not cater to specific skill in English. They mentioned that the time table need to find specific classes for writing skills alone because it is the most difficult to master. They also added that due to the pressure of completing the syllabus writing skills is totally neglected in the classroom.

**Class Observation:** Teachers were not found to have been allocated with any specific classes allotment for any of the skills. Based on the textbook activities they planned their writing task. Additional practice was never found to be given even if the students were unable to grasp the task taught in the classroom. It was also very difficult for the researcher to find a class pertaining to writing skills to be observed as they had no such specially allotted classes for teaching writing tasks.

Hence the lack of allocating specific classes for different skills can be one of the reasons that the students find writing skill a difficult task. Not having a specific time allotted for teaching writing task is one of the reason for students inefficiency in writing skills.

**Table No.4.44**  
**Students Proficiency in Grammar, Vocabulary etc.**

Sl. No	Item No.1	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
e(i)	When students join class IX they are well versed in grammatical rules	0	4	0	4
e(ii)	When students join class IX they are well versed in Spelling	2	2	1	3
e(iii)	When students join class IX they are well versed in Punctuation	0	4	0	4
e(iv)	When students join class IX they are well versed in organisation	0	4	0	4
e(v)	When students join class IX they are well versed in vocabulary	0	4	0	4
e(iv)	When students join class IX they are well versed in sentence construction	0	4	0	4

### **Teachers' Responses**

All the eight (100 percent) teachers from group A and group B schools opined that the students were poor at grammatical rules, spelling and sentence construction when they joined class IX. In addition, with regard to punctuation, organisation, and vocabulary none (0 percent) of the teachers from group A and group B schools felt the students had a good hold in these areas.

### **Students' Responses**

With reference to rating on the English writing skills of the students, among the 161 students from group A schools, 71 (44 percent) students rated themselves as good, 56 (34.6 percent) as satisfactory and 27 (16.5 percent) as unsatisfactory. Among 203 students from group B schools 20 (9.8 percent) rated themselves as satisfactory and

146 (71.9 percent) rated as unsatisfactory and 22 (13.6 percent) students did not respond to this question. This shows that group A students were more confident about their writing skills than the group B schools students.

**Interview Response:** The teachers responded about the varied reasons for their feeling that the students were not well versed in grammatical and syntactical structures. With reference to the errors committed by the students the teachers from both group A and group B felt that students had the most difficulty with regard to tenses and subject verb agreement. The teachers mention that the students were much confused about the usage of tenses. The group A teachers mentioned that their students did not have much problems with spelling but the group B teachers problem was the students lack in the knowledge of spellings.

To improve the spellings the teachers of group A conducted class wise competitions and two (50 percent) teachers made students maintain a book for noting down the new words learnt and conducted spelling tests regularly. The teachers of group B schools made students write difficult spelling 10 times every day.

With regard to punctuation, the teachers from both group mentioned that the students mainly committed mistakes while using comma and semi colon. Some teachers opined the students were not serious regarding the use of full stops.

**Class observation:** The class notes and even the sample writing tasks were dictated in the classroom. All the students did not acquire the same speed of noting down whatever was dictated. During the process of completing the dictated notes a lot of errors were committed by the students. Majority of the errors were ignored by the teachers while correcting the books and students also seemed to ignore the errors committed.



Special drilling on grammar and spelling was always a part of group A schools but in contrast such drilling exercise was not observed in any of the classes observed in group B schools.

To sum up, it can be said that both group A and group B teachers were aware of the students' limitations in English language. However only group A teachers were found to give special emphasis to remedial classes in the form of special drilling and group B teachers did not do much in this regard. While the group A teachers used different positive methods to improve the vocabulary of the students, group B teachers were found to give impositions to improve the students vocabulary. Hence, it can be rightly said that the group B teachers inefficient methods of teaching effects the writing skills of the students.

**Table No.4.45**  
**Difficulties faced by students**

<b>Sl. No</b>	<b>Item No.1</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
<b>F</b>	Students face difficulties in sentence structure	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>
<b>f(i)</b>	Students face difficulties in cohesion	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>
<b>f(ii)</b>	Students face difficulties in pre-writing	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>
<b>f(iii)</b>	Students face difficulties during writing	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>
<b>f(iv)</b>	Students face difficulties in Post writing	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>

### **Teachers' Responses**

With reference to the difficulties faced by students, all the eight (100) teachers from both group A and B schools found that the students of class IX faced difficulties in sentence structure, cohesion, pre-writing, during writing and Post writing.

### **Interview Response**

All the teachers from group A and B revealed the reasons that students found difficulties in sentence structure, cohesion, pre-writing, during writing and Post writing task. They felt it was because the primary teachers did not give ample practice for students in writing tasks. According to these teachers the students were not even aware of the rules of grammar and also the format of different writing task. Even letter writing which is the part of the curriculum from the lower classes was found a difficult task for the students. In conclusion, both the group A and group B school teachers opined that faced difficulties in sentence structure, cohesion, pre-writing, during writing and Post writing and the reasons for this is that the primary teachers did not give ample practice for students in writing tasks.

#### **4.6.3. English Textbook**

**Table No.4.46**

#### **Weightage given to Writing Skills in the Present Text Book**

<b>Sl. No</b>	<b>Item No.2</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
<b>a</b>	English textbook gives adequate weightage to writing skills	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>
<b>b</b>	Textbook pave way to promote creative expression in writing	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>

#### **Teachers' Responses**

All the eight (100 percent) teachers from both group A and group B schools revealed that the present English textbook did not give adequate weightage to writing skills and they do not promote creative expression in writing among the students. Hence, it can be rightly said that the textbooks neither gave adequate weightage for writing skills nor the activities in the textbook promoted creative expression.

**Table No.4.47**

#### **Text book and Examination**

Sl. No	Item No.2	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
c.	Textbook help in preparing students to face examinations	3	1	0	4

### Teachers' Responses

Among 4 teachers from group A schools three (75 percent) responded that the textbook helps in preparing students to face examinations and one (25 percent) teacher felt the textbook do not help in preparing students to face examinations. However, all the four (100 percent) teachers from group B schools revealed that the textbook do not help in preparing students to face examinations. So it can be seen that the majority of the teachers did not agree to the fact that textbook help in preparing students to face examinations.

**Table No.4.48**  
**Attitude towards the Topics in Text Book**

Sl. No	Item No.2	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
d	Writing activities in the text book are interesting	0	4	0	4
e	Textbook provide adequate material in writing skill for students	0	4	0	4

### Teachers' Responses

Among the total number of teachers from group A and group B schools all the eight (100 percent) teachers responded that the text book were not interesting and the text books did not have adequate material in writing skill for students.

### Students' Responses

35 students from group A schools and 20 students from group B schools revealed that the text book was interesting. However, 126 (78 percent) students from group A schools and 183 (90.5 percent) students from group B schools opined that the text books were not interesting.

All the 364 (100 percent) students from both group A and B felt that the writing activities recommended in the text book were not sufficient to improve their writing skills. The reasons given by the students were that the writing tasks given in the text book lacked variety and the topics were not of much interest.

### Interview Response

The teachers felt that the text book did not have a variety of writing tasks and only had letter writing, and dialogue writing. The teachers felt that the scope for creative thinking and expression was limited.

**Table No.4.49**  
**Usage of Reference Materials**

Sl. No	Item No.2	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
<b>f</b>	Consult only prescribed textbooks while teaching writing skills	<b>1</b>	<b>3</b>	<b>4</b>	<b>0</b>
<b>f(i)</b>	Use dictionary while teaching writing	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>f(ii)</b>	A grammar book helps in imparting better writing skills	<b>3</b>	<b>1</b>	<b>4</b>	<b>0</b>
<b>f(iii)</b>	Other composition texts helps in imparting better writing skills	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>f(iv)</b>	Newspapers, periodicals, etc. helps in imparting better writing skills	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>f(v)</b>	Students subject texts like, Physics, History, Economics, etc. helps in imparting better writing skills	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>
<b>f(vi)</b>	Maps, charts, graphs, diagrams, etc. helps in imparting better writing skills	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>

### Teachers' Response

Among the group A school teachers only one (25 percent) teacher consulted only prescribed textbooks while teaching writing skills and the remaining three (75 percent) teachers referred other books also with the prescribed textbook. However, all

the four (100 percent) teachers from group B schools revealed that the teachers referred only the prescribed textbooks while teaching writing skills.

Three (75 percent) teachers among the group A schools revealed that dictionary was used while teaching writing and one (25 percent) teacher from the same group opined that dictionary was of not much used to teach writing skills. Among the group B school teachers two (50 percent) teachers revealed that dictionary was useful while teaching writing and the other two (50 percent) teachers opined that dictionary was of not much use to teach writing skills. So it can be concluded that majority of the teachers felt dictionary is useful for teaching writing skills.

### **Students' Responses**

125 (77.5 percent) students from group A schools used dictionary while working on writing task. 18 (11 percent) percent students did not use dictionary while working on writing task. From group B schools, 30 (18.6 percent) of students used dictionary and 113 (70 percent) percent students did not use dictionary while working on writing task.

### **Teachers' Response**

With reference to other reference books used for teaching writing skills, three (75 percent) teachers from group A schools revealed that grammar books and other composition texts helps in imparting better writing skills in the students. While regarding grammar book all the 4 (100 percent) teachers from the group B schools felt it helps in imparting better writing skills in the students. However, only one (25 percent) teacher opined that other composition texts helps in imparting better writing skills and all the other three (75 percent) teachers felt other composition texts would not be useful to improve the writing skills of the students.

All the four (100 percent) teachers from group A schools revealed that newspapers, periodicals, etc. can help students teach better writing skills whereas all the four, group B school teachers felt newspapers , periodicals etc. are of no use in teaching writing skills.

#### **4.6.4. Contribution of other Subjects to Improve Writing Skills**

However, all the eight (100 percent) teachers both from group A and group B opined that using cross curricular links such as subjects texts like, Physics, History, Economics, etc. and use of Maps, charts, graphs, diagrams, etc. does not in any ways help in imparting better writing skills.

#### **Students' Responses**

All 161(100 percent) of the group A school students used many other reference materials other than the prescribed textbooks while doing writing exercise. The teachers used dictionaries, model writings, guides and vocabulary lists.

None (0 percent) of the students from group B schools used no other reference materials other than the prescribed textbooks.

**Table No.4.50**  
**Enriching knowledge from other resources**

<b>Sl. No</b>	<b>Item No.2</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
<b>g.</b>	Teach a particular writing task by using only the guidelines given in the text book	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>

All four (100 percent) teachers from group A schools not only used the guidelines given in the text book to teach a particular writing task but also used internet and other reference materials to teach the writing topics. However, the teachers from group B schools used only the guidelines given in the text book to teach a particular writing task. The reasons given by these teachers are that too much of reference can

make them as well as the writers confused. One of the teachers also commented that the students hardly followed the guidelines given in the textbook that adding more information and guidelines would only make their work more confusing, tedious and difficult.

**Table No.4.51**  
**Standard Level of the Given Writing Activity**

Sl. No	Item No.2	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
<b>h.</b>	writing activities given in the text book is up to the level of the students	<b>1</b>	<b>3</b>	<b>0</b>	<b>4</b>

Except one(25 percent) teacher, all other three (75 percent) teachers from group A schools and all the four (100 percent) teachers from group B schools revealed that the writing activities given in the text book is not up to the level of the students.

**Response from Interview:**

To clarify this point the same question was repeated to the teachers and the group A teachers felt that the writing tasks given in the text book were below the level of the students. The teachers also added that it was too easy for the students and it didn't attract the students. In contrast to this the group B school teachers revealed that the given writing tasks were above the level of their students and the students found it very difficult to attempt such writing tasks.

**Student response**

Among the group A school students, 130 (80.7 percent) of the students opined that the writing exercises given in the text book helped to develop one's own writing ability and 31(19 percent) percent students felt it was not possible. All 161(100 percent)

students from group B felt that the writing exercises given in the text book can help to develop their writing ability.

Among the group A students 125 (77.6 percent) students opined that the writing tasks given in the textbook did not deal with real world writing topics and only 35 (27.9 percent) students felt that the textbook topics dealt with real world topics. In contrast, among group B students 185 (91 percent) students revealed that the topics given in the textbook dealt with real world writing topics whereas 15 (7.3 percent) students felt it did not.

### **Class Observation**

Majority of the students did not show much interest with the topics given in the textbook. The textbook activities were too low a level for group A school students and the group B school students neither could understand the concepts.

Hence it can be concluded that providing different textbooks for different mediums based on their achievement levels would be help students to improve writing skills.

**Table No.4.52**  
**Activities used to Practice Writing Skills**

Sl. No	Item No.2	Gr. A	Gr. A	Gr. B	Gr. B
		Yes	No	Yes	No
	Use other activities to make students practice writing	4	0	0	4

### **Teacher Response**

All the four (100 percent) teachers from group A schools practiced extra activities in the classrooms other than that given in the text book. However, All the four (100 percent) teachers from group B schools did not give any extra writing topics or tasks other than given on the text book.

### **Interview Response**



The teachers from group A mentioned that there were not enough activities in the text book and more practice of the similar kind of writing was very important to be given to the students. So the teachers always gave extra writing tasks based on the types taught from the text book. Teachers gave these tasks as homework and also did it in the classroom based on the difficulty level and students understanding of the type of writing.

The teachers from group B mentioned that even completing the tasks given in the text book was a tedious job for both the students and the teachers. The reason for this mentioned was the students lack of knowledge in English, crowded classrooms and lack of time.

So it can be concluded that the language problems of the students effected the group B students writing skills. The students from group B schools were not given extra writing activities as given to group A school students. This is one of the reasons for the low performance in the group B students.

#### **4.6.5. Training and Orientation**

**Table No.4.53**  
**Courses Undertaken for Writing Skills**

<b>Sl. No</b>	<b>Item No.3</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
a.	Special training / course undertaken in the teaching of writing skills in English	1	3	0	4

#### **Teachers' Response**

Among four (100 percent) teachers from group A schools only one (25 percent) teacher had attended a special training of two days on writing skills. The other three (75 percent) teachers revealed that special training course was not undertaken in the

teaching of writing skills in English. However, none of the teachers from group B schools attended any special training course in teaching writing skills.

**Table No.4.54**  
**Update Knowledge by Reading**

Sl. No	Item No.3	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
b.	Read professional books or journals related to English writing skills	2	6	2	6

**Teachers' Response**

Among the group A teachers, two (50 percent) teachers read professional books or journals related to English writing skills and two (50 percent) teachers never read any professional books or journals related to English writing skills. None (0 percent) of the teachers from group B schools read any professional books or journals related to English writing skills. This shows that most of the teachers did not show much interest in updating their knowledge so as to learn and apply new strategies in the classrooms.

**Table No.4.55**  
**Refresher and Orientation Courses Attended**

Sl. No	Item No.3	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
c.	Attended any of the orientation courses or refresher courses conducted on writing skills	0	4	0	4
d.	Refresher courses can improve professional competencies of English teachers	4	0	4	0

**Teachers' Response**

Among the eight teachers from group A and B schools, none (0 percent) of the teachers attended any of the orientation courses or refresher courses conducted on writing skills. However, all the eight (100 percent) teachers opined that refresher courses can improve professional competencies of English teachers.

### **Response from Interview**

The teacher who attended the special course on writing skills had attended it in a private organisation on her own interest. She opined that the training was quite interesting it filled in knowledge about the different types of writing, assessment of writing tasks, the use of rubrics etc. However, the other teachers showed great interest about having some orientation on writing skills because the teachers felt that this was one of the most important skills that need to be mastered by every student.

So it can be concluded that the teachers though were keen in enriching themselves with such knowledge they were not given enough opportunities to update their knowledge and thus were handicapped because they never had an opportunity to attend such programs.

In-service training is a requirement for developing professional competence of the teachers. And every teacher should be given opportunities to share their problems during in-service training programmes. Apart from in-service training programmes, workshop, and talk by experts, seminars should be conducted regularly to re-establish successful and competent teachers.

### **4.6.6. Purpose of Writing Skills**

**Table No.4.56**  
**Techniques that Improving Writing Skills**

<b>Sl. No</b>	<b>Item No.4</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
e	Giving ample number of writing exercises can help to develop the writing ability of the students	4	0	4	0

f	Present system of teaching writing tasks will help the students to communicate effectively through writing	0	4	0	4
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### **Teachers' Response**

The responses of the teachers regarding the main purpose of conducting writing exercise in the classroom were to improve the writing skills of the students, to improve their vocabulary, help in fixing spellings, improve handwriting.

Among eight teachers from group A and B schools all the eight (100 percent) felt that giving ample number of writing exercises can help to develop the writing ability of the students and none of these teachers felt that the present system of teaching writing tasks will help the students to communicate effectively through writing.

### **Students' Responses**

From group A schools all 161(100 percent) percent students felt that writing skill should be mastered for academic excellence, professional courses and for dealing with real life issues. 90 percent of students from group B school opined that writing skill should be mastered for professional courses while 80 percent students mentioned that writing skill should be mastered for academic excellence.

### **Response from interview**

Two (50 percent) teachers from group A schools opined that the system of teaching writing concentrates mainly on rote learning and handwriting. One (25 percent) teacher revealed that creative thoughts and creative writing is not given much importance in the present teaching system. A teacher from group B schools opined that the students' lack of English knowledge hinders their writing skills. The teachers found that the students did not possess the basic writing capabilities from the lower classes and enabling them at the higher classes became a tedious job.

Hence, it can be concluded that giving ample number of writing exercises can help to develop the writing ability of the students and the present system of teaching writing tasks will not help the students to communicate effectively through writing.

#### 4.6.7. Resources Available in the School

**Table No.4.57**  
**Availability of the Resources**

Sl. No	Item No.4	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
a.	Sufficient resources are available in the library to help students in completing their writing assignments	0	4	0	4
b.	School is equipped with technology to cater to the present needs of the students	4	0	0	4

#### **Teachers' Response**

All the teachers from group A and B schools felt that sufficient resources are not available in the library to help students in completing their writing assignments. However, all the four (100 percent) teachers from group A schools opined that the school is equipped with technology to cater to the present needs of the students whereas all the four (100 percent) teachers from group B voiced out that the school was not equipped with technology to cater to the present needs of the students.

So it is evident that there are no sufficient resources available in the library to help students in completing their writing assignments and using technology in the classrooms can help students perform better in writing tasks.

#### **Students' Responses**

Among the group A students, 30 (18.6 percent) percent students mentioned that there were enough resources in the library to help in writing assignments while 131(80

percent) of students opined that their library was not well equipped with enough resources. All the 203(100 percent) students felt the library wasn't well equipped and did not find enough resources in the library to help in writing assignments.

Majority 131(82 percent) of the students from group A and all (100 percent) the students from group B mentioned that their teachers did not use technology while teaching writing exercise.

However, 18 (11 percent) of the students from group A took aid of internet while doing writing task and 131(80.7 percent) of the students did not take any aid of internet while doing writing task. None (0 percent) students from group B took the aid of internet while doing writing task.

### **Class Observation**

The teachers from group A school were found to use PowerPoint to explain the certain grammar points and also to show the model writing to the students. It can be concluded that the teachers are not provided with the tools necessary for teaching. The library and the teaching aids empowers the teachers and it is obvious that the lack of the same hindered the progress of the students.

**Table No.4.58**  
**Different types of learning strategies**

<b>Sl. No</b>	<b>Item No.6</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
<b>a.</b>	Engage students in individual Project-Based Learning by helping them gather information from different sources	<b>2</b>	<b>2</b>	<b>0</b>	<b>4</b>
<b>b.</b>	Connect different subjects in the classroom to investigate the many forms of knowledge and expression resulting in Integrated Studies	<b>2</b>	<b>2</b>	<b>0</b>	<b>4</b>
<b>c.</b>	Involve students in Cooperative Learning	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>

	wherein students work together in the class				
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Among the group A teachers, two (50 percent) teachers out of conducted individual Project-Based Learning and tried to connect different subjects in the classroom to investigate the many forms of knowledge and expression resulting in Integrated Studies. All the other teachers i.e., two (50 percent) teachers from group A schools and all the four (100 percent) teachers from group B schools did not show much interest in project based learning or tried to connect different subjects.

With reference to Cooperative learning none of the teachers from group A and group B responded to the concept of involving students in Cooperative Learning.

Thus it can be concluded that the teachers either from group A or group B were much familiar with the concept of project based learning, Cooperative Learning or with connecting different subjects.

### **Interview response**

The teachers who conducted individual Project-Based Learning gave students projects such as collecting information on poets and literary items, the teachers also assigned students to prepare vocabulary booklets. However, none of the teachers had much idea about cooperative learning. When the teachers were probed about group activities and group work in the classroom, the teachers from group A responded that they did group work for writing tasks especially during pre-writing tasks. But the group B teachers found group work always a chaos and opined that maintaining discipline in the classroom was a difficult task while conducting a group activity.

### **4.6.8. Pre – Writing**

**Table No.4.59**

<b>Sl. No</b>	<b>Item No.7</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
	Students do pre-writing task for all types of writing	3	0	1	3

### Teachers' Response

Among four teachers from group A schools, only three (75 percent) teachers responded and stated that they conducted pre- writing task for all types of writing. One (25 percent) teacher from group B schools conducted pre- writing task for all types of writing while the rest of the teachers i.e. three (75 percent) teachers from the same group did not do prewriting task for all writing task.

### Interview response:

The teachers from group A schools opined that pre writing task helped students get a picture of what they were asked to write and made the writing task easier. However, two (50 percent) teachers from group B schools responded that pre writing task did not do much help as the students did not have basic knowledge of the language. One (25 percent) teacher among the same group was of the opinion that even if the students were weak and weren't much good at writing the pre-writing task, she felt that the students at least could understand the concept. Hence, it was found that the pre writing task was helpful for the students.

**Table No.4.60**  
**Ways of Initiating Discussion**

Sl. No	Item No.7	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
c.	Use visual aids like images, graphic representations and maps or audio aids like recorded cassettes to initiate discussion	2	2	0	4

### Teachers' Response

Only two (50 percent) teachers from group A schools used visual aids to initiate discussion whereas the other two (50 percent) teachers did not use such aids while



teaching writing. None (0 percent) of the teachers from group B schools responded to this question.

### **Students' Responses**

All the students 161 (100 percent) from group A opined that the teachers used audio visual aids while teaching writing exercises. Charts, vocabulary were mainly used by the teachers. Among group B, all the 203 (100 percent) students stated that teachers did not use audio visual aids while teaching.

So it can be concluded that the group B teachers did not use any teaching aids when compared to group A school teachers. This shows that group B teachers failed to create interest in students in English writing skills.

**Table No.4.61**  
**Class Discussion for Pre-Writing Task**

<b>Sl. No</b>	<b>Item No.7</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
<b>b.</b>	Discuss the content of the writing task with the whole class	4	0	2	0
<b>d.</b>	Rough idea about the content is given and students are asked to complete the task as homework	0	4	4	0

### **Teachers' Response**

All the four (100 percent) teachers from group A and two (50 percent) teachers from group B schools discussed the content of the writing task with the whole class. However, two (50 percent) teachers from group B schools did not respond to this item.

None (0 percent) of the teachers from group A schools felt that they gave any rough idea of the content and asked students to complete the task as homework rather the teachers opined that they made the students write during class hours individually and sometimes in groups. Among the teachers from group B schools, all four (100

percent) teachers gave a rough idea of the content and asked students to complete the task as homework.

### **Interview Response**

The teachers from group B schools gave the writing task as a homework because they mentioned that making students write in the class was time consuming and giving individual attention was not a possibility due to the crowded classrooms. They felt at home students would get the help of parents to complete the task. However they also opined that the topic was always discussed and guidelines were given.

### **Student Response**

18 (11 percent) of the students from group A opined that their parents helped in doing writing assignments while 144 (89 percent) of the parents of the students did not help in writing assignments. None (0 percent) of the parents of the students from group B helped in writing assignments.

So it can be concluded that the students of group A and B were neither helped by their parents nor by their teachers which hindered their writing skills ability.

**Table No.4.62**  
**Students Learning Preferences**

<b>Sl. No</b>	<b>Item No.7</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
e. (i)	The students like to work Individually	0	4	4	0
e. (ii)	The students like to work in groups	4	0	00	4

### **Teachers' Response**

All four (100 percent) teachers from group A responded that the students liked to work in groups in contrast to the response of the teachers from group B schools wherein all the four (100 percent) teachers who opined that the students liked to work individually.

### Students' Responses

From group A schools, 18 (11 percent) and 91(44.9 percent) of students from group B schools mentioned that they could do better individually and 141(87.5 percent) percent students did not feel they could do better while working individually.

131(81 percent) of students from group A stated that they could perform better in groups and 57(28 percent) percent students did not feel they could do better while working individually.157 (77.3 percent) of students from group B felt that they can perform better in groups and 32(20 percent) percent students did not feel they could do better while working individually.

So it can be concluded that students liked to work in groups than individually because they felt the students did perform better in groups. However the group B teachers due to time constraint and crowded classrooms did not take into account the interest of the students. Students interest were given no importance by the group B school teachers.

**Table No.4.63**  
**Importance of Pre- Writing Task**

Sl. No	Item No.7	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
f.	pre writing task help the students to organize their writing	4	0	1	3

### Teachers' Response

All the four (100 percent) teachers from group A schools felt pre writing task helped the students to organize their writing but only one (25 percent) teacher from group B schools agreed with the group A school teachers whereas, the other three (75 percent) teacher from group B schools felt it didn't help in organizing the students writing. The reasons stated by these three teachers were that the students showed no interest in writing, two teachers among the three felt the prewriting task left the students

confused and opined that after prewriting the students lost interest to write the actual writing task.

With regard to the kind of preparation done by teachers for English writing classes, the teachers of group A schools opined that they collected models and samples to be shown to the students. Also they tried to use teaching aids to teach writing tasks. However, two (50 percent) teachers from group B schools did not respond to this question and two (50 percent) teachers opined that no preparation was much needed as the students were given readymade writing samples which they were supposed to memorise.

### **Class Observation**

When compared to group B school teachers , Group A teachers were more serious regarding their teaching. Group A teachers were well prepared and carried models of writing tasks and also were planned and prepared. However, group B teachers were more casual and found reasons to free themselves from preparation and planning.

The attitude of the teachers towards teaching also is one of the reasons that affect the writing skills of the students. The group B teachers did not show any interest in improving the writing skills of the students as compared to group A school teachers.

**Table No.4.64**  
**Aspects of Pre- writing Task**

<b>Sl. No</b>	<b>Item No.7</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
g.	Pre-writing task involve discussion and feedback	4	0	2	0

### **Teachers' Response**

All the teachers from group A schools felt that pre-writing task involved discussion and feedback and they also added up that the pre writing task provided students a model of the writing task. But from group B schools only two (50 percent) teachers

agreed that prewriting task involved discussion and feedback whereas the other two (50 percent) teachers did not respond to this question.

### **Students' Responses**

185 (91 percent) of the students from group B schools did not respond to the question if the teachers discuss the topic before the writing task is given to write, However, 17 (8 percent) of the students opined that the teachers did not discuss the topic before the writing task is given to write.

Among the group A students 112 (69.5 percent) of the students mentioned that they discussed with classmates and teachers before writing while 26 (16 percent) of the students opted that they did not involve in any discussions. With reference to group B, none of the students discussed with teachers or classmates before writing.

So it can be concluded that pre-writing was not done by most of the teachers in group B schools. Discussion and feedback was not the part of writing activity.

**Table No.4.65**  
**Use of Rubrics During Pre-Writing Task**

<b>Sl. No</b>	<b>Item No.7</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
h	the students are aware of the rubric before writing	1	3	0	0
i	give suggestions on the language features like sentence structure, vocabulary etc	4	0	1	0

### **Teachers' Response**

With reference to the use of rubrics none of the teachers from Group A schools and group B schools used rubric before writing nor gave suggestions on the language features like sentence structure, vocabulary etc.

### **Interview Response**

The teachers from group A and B schools were not equipped with the concept of rubrics. Hence the teachers responded that they did not use rubrics in the classroom nor for assessment purpose.

Only one teacher among the eight had a basic idea about the rubric. It was especially because she had attended a workshop on writing skill.

So, it can be concluded that rubrics which is the most important teachers tool for writing skills was not used by any teachers for writing activities. This is one of the reasons that makes students feel writing task the most difficult one.

**Table No.4.66**  
**Use of Model and Discussion during Pre- writing Task**

Sl. No	Item No.7	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
j	Provide students a model of the writing task	3	1	4	0
k	Discuss its features like structure, organization, vocabulary etc using the model shown	2	2	0	0

### **Teachers' Response**

Three (75 percent) teachers form group A schools provided students with a model of the writing task but among the three only two (50 percent) teachers discussed about its features like structure, organization, vocabulary etc. using the model shown. While with reference to teachers from group B, all the four (100 percent) teachers provided students with a model of the writing task. However, these four (100 percent) teachers did not show any interest in discussing on features like structure, organization, vocabulary etc using the model shown.

With reference to the methods used to evaluate the prewriting task of the students in the classroom, the teachers stated that they usually conducted a self-check by giving the students the necessary hints.

### **Interview response**

With regard to the types of evaluation conducted in the classroom the teachers opined that self-check was mainly carried out and no peer checking or teacher correction was done for any writing task as they felt it wasn't necessary and also as they did not get enough time for the same.

### **Class observation**

The group B schools students copied the model shown to them as it is. And no other writing tasks were written based on the model. The note books when checked, it was found that there were no peer correction or self-checks found. Only teachers correction were found in most of the books.

So it can be concluded that the teachers from group B schools merely used the model to make students copy it in their text book. Ample practice based on the model or sample writing was not conducted by the group B school teachers.

### **4.6.9. During -Writing**

**Table No.4.67**  
**Teachers Role during Writing**

<b>Sl. No</b>	<b>Item No.8</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
	Teacher offer help with words, expressions, spelling, etc. while the students write	4	0	4	0

### **Teachers' Response**

All the teachers from group A and group B schools helped the students with regard to words, expressions, spelling, etc. while the students wrote. However, none of the teachers from both the groups guided the students to write based on the rubric. In short rubrics was not at all used in teaching writing.

### **Students' Responses**

113 (70 percent) of the students from group A schools found asking help with teachers an easy task and they always sort for help when they had a doubt. However,

only 17(8 percent) of the students from group B schools felt comfortable to ask for help from the teachers.

### **Class observation**

Though the teachers were found to help students during the writing activity, the overcrowded classrooms were found to be a hindrance as the teachers were finding it difficult to reach every students.

In conclusion the teachers of group A and group B were helpful and approachable for the students.

**Table No.4.68**  
**Teachers' Responses in Correcting Errors**

<b>Sl. No</b>	<b>Item No.8</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
c.	Teacher spot errors and offer instant correction	3	1	2	2

### **Teachers' Response**

Among group A schools, three (75 percent) teachers and two (50 percent) teachers from group B schools revealed that they spotted errors and offered instant correction in the classroom. But one (25 percent) teacher from group A schools and two (50 percent) teachers from group B schools did not correct mistake on the spot. The reasons stated were lack of time, huge portion to complete and crowded classrooms.

### **Interview Response**

With regards to the most important errors that the teachers try to pick out in the students writing, four teachers (50 percent) opined the spelling error in student's writing were mainly focused. three teachers (37.5 percent) looked out for grammar in the students' writing task. Only one teacher (12 percent) observed the overall writing of the students such as grammar, spelling, structure and components of writing.



### **Class Observation**

None of the teachers were found to be given instant correction nor were the teachers seen giving some help while writing. Only two teachers from group A were found to brainstorm ideas, jot down the points on the blackboard to help students write.

It can be concluded that the teachers were not very sure about the methods of evaluating a writing task. The teachers looked for specific mistakes, when one teacher looked solely at grammar the other looked for only spelling errors. An overall evaluation of the writing task is not given importance because the teachers are unaware of the importance of the use of rubrics. During writing the teachers of group B also failed to brainstorm or jot down points for the students to help them write which in turn made it difficult for the students in completing the written task.

**Table No.4.69**  
**Students Helped During Writing**

<b>Sl. No</b>	<b>Item No.8</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
d	Conduct discussions in small groups during the writing session to help students to get better ideas	2	2	0	4
e	Help students during the writing process	4	0	4	0

### **Teachers' Response**

Two (50 percent) teacher from group A schools opined that discussions in small groups during the writing sessions helped students to get better ideas. However, none (0 percent) of the teachers from group B schools felt discussions in small groups were of any help for the students.

All (100 percent) the teachers from group A and group B schools stated that the students were helped all through the writing process.

So it can be concluded that the teachers helped students throughout the writing task but majority of the teachers did not conduct any discussions in groups during writing class.

### **Students' Responses**

Comfort level with the teachers

132 (81 percent) of the students from group A schools opined that seek help from teachers when they had any doubts regarding the subject and 31(19 percent) student found it uncomfortable to seek the help from teachers. However, only 46 (22 percent) of the students felt comfortable to seek the help of the teachers while 158 (78 percent) of the students did not seek the help of the teachers. The reason stated by the students who found uncomfortable were they found the teachers too strict, they were shy, not sure what to ask, scared teacher would be angry.

It can be concluded that there was a lack of cordial relationship between the teachers and the students.

Asking for Help for spelling 130 (80.7 percent) of the students mentioned that while writing if not sure of a spelling they would not write whatever they feel right, instead they revealed that they would take the help of teachers at school or parents at home, ask friends, use dictionary to check for the spelling while 18 (11 percent) students from group A did not respond to this question.

14 (9 percent) students opined that they never tried to assume and write the spelling if not known rather preferred to ask teachers help. However, 142 (88 percent) percent from group B mentioned that they tried to assume the spelling and wrote when they were not aware of the spellings of specific words.

### **Interview Response**

The teachers from group A and group B revealed that they were unable to spot errors for every writing task instantly. The task such as dialogue writing and note making errors were corrected instantly. Longer writing task did not involve instant help because of lack of time and crowded classroom.

### **Class Observation**

The teachers from both group A and B did not correct the errors committed by the students instantly rather the teachers explained the doubts and answered the students queries.

It can be concluded that the group B students when had certain doubts did not approach the teachers rather wrote whatever they felt was right. This attitude of the students forced them commit more number of errors than group A school students. Teachers also did not try to correct the errors when the students were writing and this also is a reason for students not understanding the seriousness of the errors committed by them.

### **4.6.10. Post Writing**

**Table No.4.70**  
**Importance of Feedback**

<b>Sl. No</b>	<b>Item No.9</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
b	giving feedback on the written work of students can help in improving their writing ability	4	0	4	0
c	Feedback is given on the written work of the students by using rubrics	0	4	0	4

### **Teachers' Response**

The teachers from both group A and group B schools mentioned the evaluation methods used to evaluate students written work during writing process and after the completion of the work was just teacher correction.

All the eight (100 percent) teachers from both group A and group B schools stated that giving feedback on the written work of students can help in improving their writing ability. However, none (0 percent) of the teachers gave feedback using rubrics.

It can be concluded that the teachers did not use self-check or peer check as a method of evaluating students work. If such methods were inculcated by the teaches the students would have got realised their mistakes better.

**Table No.4.71**  
**Correction and Feedback**

<b>Sl. No</b>	<b>Item No.9</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
d. (i)	Correct each students' mistakes in detail	2	2	1	3
d. (ii)	Underline the mistakes without mentioning the type of error	4	0	4	0

### **Teachers' Response**

Among the group A schools, two (50 percent) teachers and one(25 percent) teacher from group B schools corrected each students' mistakes in detail. The other teachers did not do a detailed correction because they felt they did not get enough time and the number of students in each classes were huge.

### **Class observation**

All the teachers from both group A and group B schools underlined the mistakes without mentioning the type of error. No feedback was given by group B teachers for the written task of the students.

It can be concluded that teachers of group B did not do much detailed correction of students written work and merely underlining the errors would never help students because they would never know what was the real mistake committed by them. The teachers should give detailed feedback to students or at least mark the error type on the books.

**Table No.4.72**  
**Feedback from Teachers**

Sl. No	Item No.9	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
d. (iii)	Use abbreviations like sp /gr etc.	1	3	0	4
d.(iv)	read out to the common mistakes committed by students	4	0	2	2

### **Teachers' Response**

Except one (25 percent) teacher from group A schools none (0 percent) other teachers from group A and B used abbreviations like sp /gr etc. while checking the writing task.

All four (100 percent) teachers from group A schools and two (50 percent) teachers from group B schools read out the common mistakes committed by students but two (50 percent) teachers from group B schools did not read out the errors in the classroom.

### **Students' Responses**

89 percent of students from group A schools stated that their books were evaluated by the teachers while three percent opined that the teachers did not evaluate their written task. eight percent did not respond to this question.

From group B, 22 percent of the students did not respond to this question. 70 percent students stated that their books were not evaluated by the teachers while eight percent opined that the teachers evaluated their written task.

None of the students from group A and group B mentioned that peer checking was done during the classes

80 percent of the students from group A and seven percent of students from group B schools stated that the teachers gave feedback for the written work.

85 percent of the students from group A mentioned the feedback helped in improving written work while 15 percent students felt the feedback did not help in improving written work. All 100 percent students from group B schools stated that the feedback did not help in improving written work.

86 percent of the students from group A and 72 percent of the students from group B opined that the teachers gave oral feedback and underlined the mistakes for the written work. 14 percent of the students from group A and 28 percent of the students from group B did not respond to this question.

With reference to the response given by the students it is evident that the teachers lacked in giving constructive feedback.

### **Class Observation**

The notebooks of the group A school students were corrected on a regular basis. There were books which had never seen the light of the teachers marking. The teachers also gave appropriate comments for some written work. In contrast to this the note books of the Group B schools were rarely checked and only few students' books

were regularly checked. However, there were no much feedback or comments to be noticed.

So it can be concluded that the teachers from group B schools did not correct the written task of the students. The books corrected rarely had any feedback. This shows that the teachers weren't given an opportunity to understand their mistakes and this in turn hindered their writing skills.

**Table No.4.73**  
**Classroom Practices**

Sl. No	Item No.9	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
e.	Conduct remedial teaching to help in improving the quality of the students writing skills	3	1	3	3
f.	Only the students with excellent written work to read out their written pieces to the class	0	4	0	4
g.	Use the best written piece of work as a sample for the same class	4	0	0	4
h.	Give extra practice for spelling, sentence patterns, etc. if the students commit mistakes	2	2	4	0

#### **Teachers' Response**

Three (75 percent) teachers from group A schools and one (25 percent) teacher from group B schools conducted remedial teaching to help in improving the quality of the students writing skills, but the rest of the teachers did not conduct any remedial teaching.

All the teachers from group A and group B schools opined that all the students were allowed to read out their written pieces to the class irrespective of the quality of their work.

All the teachers from group A used the best written piece of work as a sample for the same class. However, none of the teachers from group B used the same in their classrooms.

Two (50 percent) teachers from group A and all the four (100 percent) teachers from group B claimed that they gave extra practice for spelling, sentence patterns, etc. if the students commit mistakes.

### **Interview Response**

The teachers stated that it was a rare thing to find some good writing task from the classes they teach and if found those were used as a sample writing otherwise they usually used other writing materials as samples.

The teachers also claimed that though remedial measures were given to the students the students did not take it seriously and did not show much improvement.

**Class Observation:** The teachers did not conduct special classes too often to address the common errors of the students, it was evident that the teachers did not have much idea about how to make their teaching interesting. They used lecture method all over again trying to fill in students with explanations of rules and do's and don'ts. The teachers did not use any play way method or any interesting methods to teach during remedial classes.

To conclude it can be said that the teachers rarely conducted remedial measures which is one of the essential part pf teaching and learning. However, the remedial classes that were conducted did not help the students in any ways because it did not involve any new methods rather the teachers taught the students using lecture method which did not help the students.

**Table No 4.74**  
**Students Interest in Writing Activity**



Sl. No	Item No.10	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
a.	All the students show keen interest in doing writing activities	0	4	0	4
. b.	The students find all the writing activities interesting	0	4	0	4
c.	All the students are proficient enough to show developed writing style	0	4	0	4
d.	Students show timely improvement when they are given feedback on their writing	3	1	0	4

### Teachers' Responses

All the teachers from group A and group B schools felt that the students did not find the writing activities interesting. With regard to the types of writing task the students found dialogue writing and letter writing uninteresting. With regard to the reasons for showing no interest the teachers opined it should be because the textbook activities are not very attractive ones. Moreover, students' lack of writing skill efficiency, limited vocabulary also were few reasons.

Similarly, all the teachers from group A and group B felt that the students weren't proficient enough to show developed writing style. The varied reasons mentioned by the teachers are students' lack of proficiency in English, lack of teaching aids, lack of interesting topics for writing. However, three (75 percent) teachers from group A schools felt that the students showed timely improvement with the help of the feedback given on their writing while all (100 percent) the teachers from group B schools opined that feedback did not help students improve their writing skills.

In conclusion the group B teachers attitude toward the students was one of the reasons that hindered the progress of the students. The teachers opinion that feedback did not help shows that the teachers weren't ready to change their methods and ways for the betterment of the students.

#### 4.6.11. Modes of Writing

Table No.4.75

##### Types of Writing Task Taught

Sl. No	Item No.11	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
a	Practice all the four modes of writing (descriptive, narrative, expository, and persuasive percent) in standard 9	0	4	0	4
b	All these four modes should be a part of the curriculum	4	0	4	0
c. (i)	Story-writing is taught for the grade 9 students.	4	0	4	0
c. (ii)	Persuasive writing is taught for the grade IX students.	0	4	0	4
c.(iii)	Descriptive writing is taught for the grade IX students.	0	4	0	4
c. (iv)	Summary writing is taught for the grade IX students.	0	4	0	4
c. (v)	Argumentative writing is taught for the grade IX students.	0	4	0	4
c. (vi)	Expository writing is taught for the grade IX students.	0	4	0	4
c. (vii)	Diary entry is taught for the grade 9 students.	0	4	0	4
c. (viii)	Note making is taught for the grade 9 students.	4	0	4	0
c. (ix)	Dialogue writing is taught for the grade 9 students.	4	0	4	0
c. (x)	Paragraph writing is taught for the grade 9 students.	4	0	4	0
c. (xi)	Comic strips is taught for the grade 9 students.	0	4	0	4
c. (xii)	Persuasive writing Descriptive writing Summary writing Argumentative writing Expository writing Diary entry is Comic strips Poem writing is taught for the grade 9	0	4	0	4

	students				
c. (xiii)	Essay writing is taught for the grade 9 students.	4	0	4	0
c. (xiv)	Information Transfer (from chart, diagram etc., to paragraph) is taught for the grade 9 students.	0	4	0	4
c. (xv)	Letter writing is taught for the grade 9 students.	4	0	4	0
c. (xvi)	Writing messages in the form of notes is taught for the grade 9 students.	4	0	4	0
c. (xvii)	Precis-writing is taught <b>for</b> the grade 9 students.	0	4	0	4
c. (xviii)	Expansion of ideas is taught for the grade 9 students	0	4	0	4

### Teachers' Response

All the teachers from group A and B schools agreed that practice was not given on all the four modes of writing (descriptive, narrative, expository, and persuasive percent) in standard IX. On the similar note, all the eight (100 percent) teachers opined that all these four modes should be a part of the curriculum.

With reference to the types of writing task practiced by the students all the teachers from group A and B schools opined that the students were taught Story-writing, Note making, Dialogue writing, Paragraph writing, Essay writing, Letter writing and Writing messages. Similarly all the teachers opined that the students were not taught Persuasive writing, Descriptive writing, Summary writing, Argumentative writing, Expository writing, Diary entry, Comic strips, Poem writing, Information Transfer, Precis-writing and Expansion of ideas.

It can be concluded that the curriculum lacked variety in writing task. Introduction of new writing activities can trigger the interest of the students. Bu the repetition of the same writing task and lack of variety kills students interest.

#### 4.6.12. Examination Pattern Followed in the School

**Table No.4.76**  
**Writing Activity and Exam Pattern**

Sl. No	Item No.12	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
a	the examination pattern help in testing the writing skills of the students adequately	0	4	0	4
b	ample opportunities given to students to show their creativity in writing	0	4	0	4
c	time allotted for writing tasks during examinations sufficient	0	4	0	4
d	students given similar writing tasks during examinations similar to the ones practiced in the class	4	0	4	0

#### Teachers' Response

With reference to evaluation of writing skills all the eight (100 percent) teachers from group A and B opined that the examination pattern was not of much help in testing the writing skills of the students, enough opportunities were not given to students to show their creativity in writing and the time allotted for writing tasks weren't sufficient during examinations .

All the eight (100 percent) teachers from group A and B stated that the students were given similar writing tasks during examinations similar to the ones practiced in the class.

#### 4.6.13. Factors Influencing Writing

**Table No.4.77**

Sl. No	Item No.13	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
a.	Use of mobile phones, computers etc. affected students' writing	4	0	4	0
b.(i )	Use of mobile phones, computers etc. affected students' writing in spelling	4	0	4	0
b. (ii)	Use of mobile phones, computers etc. affected students' writing in Sentence structure	4	0	4	0
b. (iii)	Use of mobile phones, computers etc. affected students' writing in Handwriting	4	0	4	0
b. (iv)	Use of mobile phones, computers etc. affected students' writing in Use of slangs	4	0	4	0
b. (v)	Use of mobile phones, computers etc. affected students' writing in Use of abbreviations	4	0	4	0

#### **Teachers' Response**

With reference to the influential factors of writing skills all the eight (100 percent) teachers from group A and B schools felt that use of mobile phones, computers etc. affected students' writing.

Similarly all the eight (100 percent) teachers from group A and B schools agreed that use of mobile phones, computers etc. affected students' writing with regard to spelling, sentence structure and handwriting. They also added that student used slangs and shortcuts overly due to the use of mobile phones, computers.

#### **Interview Response**

The teachers mentioned that the schools did not conduct any awareness camps or talks in the school. The teachers also added that they did not share how these factors can influence their studies because they felt the students were already aware about it hence they didn't feel it was necessary.

In conclusion the school authorities or the teachers showed any interest to help students realise the facts that was hindering the language as a whole. The schools should conduct awareness programs and the teachers should try to make students understand the effects of extreme use of mobiles and such gadgets.

#### **4.6.14. Difficulties Faced by Teachers and Students**

**Table No.4.78**  
**Difficulties faced by Students**

<b>Sl. No</b>	<b>Item No.14</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
a	Students face difficulties in understanding the questions related to writing task	0	4	4	0
b	Students find difficulty to differentiate different types of writing	0	4	4	0
c	Students get confused in following the format of different types of writing tasks	0	4	4	0
d	Using new vocabulary is a concern for most of the students	4	0	4	0

#### **Teachers' Response**

All the four (100 percent) teachers from group A responded that the students did not face any difficulties in understanding the questions related to writing task while all the teachers from group B schools felt that their students found it very difficult to understand the questions related to writing task.

Similarly all the four (100 percent) teachers from group A responded that the students did not find any difficulty to differentiate different types of writing and was always clear about the format of different types of writing tasks. The teachers of group B schools mentioned that the students not only found it difficult to differentiate the different types of writings but they were also confused in following the format of different types of writing tasks.

It can be concluded that the group B school teachers did not give ample number of writing tasks to the students and this made it difficult for the students to differentiate the different types of writings and confused them in following the format of different types of writing tasks.

**Table No.4.79**  
**Difficulty in Expression**

Sl. No	Item No.14	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
a	Students find difficulty in writing within the given number of words	4	0	4	0
b	Students find difficulty while expressing their views and ideas in English	0	4	4	0
c	Using creative expressions a difficult task for most of the students	4	0	4	0

### **Teachers' Responses**

While all the teachers from group A mentioned that the students expressed their views and ideas without any difficulty the teachers from group B schools opined that their students found it difficult to express their views and ideas in English.

All the teachers from group A and group B schools mentioned that the students found it difficult in writing within the given number of words and using creative expressions.

### **Class Observation**

The writing tasks done by group B school students lacked creative thoughts and ideas. Majority of the students copied the given sample by the teacher. The students own creative ideas on the topics was absent.

To conclude the group B students were not given much opportunity by the teachers nor they were helped by the teachers during the writing process. This is one reason for the group B school students lacked in using creative ideas in their writing.

**Table No.4.80**  
**Difficulties Faced by Teachers**

<b>Sl. No</b>	<b>Item No.14</b>	<b>Gr. A Yes</b>	<b>Gr. A No</b>	<b>Gr. B Yes</b>	<b>Gr. B No</b>
a	The syllabus is vast; Inadequate and insufficient time for teaching	4	0	4	0
b	The prescribed text does not give enough writing tasks	4	0	4	0
c	The tasks given are not suitable for the standard 9 students	4	0	4	0
d	The number of students in each class makes individual guidance and correction impossible	4	0	4	0
e	Lack of motivation in the learners	4	0	4	0
f	Lack of resources and lack of interest in the part of the officials to inculcate better methods, and provide better materials.	4	0	4	0
g	Too much workload for teachers.	4	0	4	0
h	Correction of the writing task becomes a burden to the teachers	4	0	4	0

### **Teachers' Response**

All the eight (100 percent) teachers from group A and group B schools mentioned that the syllabus was vast hence they found the time for teaching writing skills inadequate



and insufficient. With reference to the writing tasks given in the text book they found that the writing topics given lacked variety and also were of less number. Moreover, the given tasks were not suitable for the standard IX students. In addition, the number of students in each class made individual guidance and correction impossible and the heavy workload assigned to the teachers made it more difficult for the teachers.

### **Class Observation**

The teachers found correction of the note book challenging due to the strength of the classrooms. Every classes comprised of 50+ students and only few class had a strength of around 30. The book of only few students were evaluated and others books were not marked. Teachers were also found busy in clerical work which hindered the teaching in the classrooms.

So it can be concluded that the strength of the classroom and heavy workload such as correction and clerical work hindered the teaching and learning process.

**Table No.4.81**  
**Teachers Interest in Teaching Writing Skills**

Sl. No	Item No.14	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
	Principal's lack of co-operation in trying out innovative teaching methods	0	4	0	4
	The teachers do not find any interest in teaching writing skill.	4	0	3	1

### **Teachers' Response**

None (0 present) of the teachers from both the groups felt that there was any lack of cooperation from the principal's in trying out innovative teaching methods but except (25 percent) teacher from group A all the other teachers felt that teachers disinterest in

teaching writing skill also was one reason for lack of improvement in the writing skills of the students.

### **Class Observation**

Finding a writing class for class observation was the greatest challenge for the investigator. The teachers were found more enthusiastic in teaching grammar than the writing tasks.

So it can be concluded that even the teachers of group A and group B felt that the teachers attitude also was one reason for hindering the writing ability of the students.

### **4.6.15. Suggestions**

**Table No.4.82**  
**Suggestions to Improve Writing Skills of Students**

Sl. No	Item No.15	Gr. A Yes	Gr. A No	Gr. B Yes	Gr. B No
a	To promote the writing skills adequate number of writing tasks have to be given in each semester	4	0	4	0
b	To promote the writing skills variety of writing tasks to be provided to the students	4	0	4	0
c	To promote the writing skills specific classes to be allotted for each skills	4	0	4	0
d	To promote the writing skills more number of classes to be allotted for writing practice	0	4	0	4
e	To promote the writing skills text book should give more weightage for writing	4	0	4	0
f	To promote the writing skills students should be given a choice of selecting their own topics for writing	0	4	0	4
g	To promote the writing skills teacher should insist the students to write more	4	0	4	0

h	To promote the writing skills school should conduct writing competitions on regular basis	4	0	3	1
i	To promote the writing skills the library should be equipped with more number of books related to writing skills	4	0	4	0
j	To promote the writing skills the parents should help students to practice writing at home	4	0	4	0

### **Teachers' Response**

All the eight (100 percent) teachers from group A and group B schools suggested that in each semester giving a variety of adequate number of writing tasks is very important. Similarly, all the teachers agreed that more number of classes should be allocated specifically for writing skills and the text book should give more weightage for writing tasks. In addition, the teachers also suggested that the library should be equipped with more number of books related to writing skills to be provided. The teachers also felt the necessity of conducting writing competitions on regular basis. The teachers also suggested that the parents should help students to practice writing at home. However, none of the teachers from group A and group B schools agreed that the students should be given a choice of selecting their own topics for writing .

### **Interview Response**

The teachers opined that the students should be trained to write in different types of writing from the early classes. They also opined that free writing exercises or creative writing should be a part of the curriculum. The teachers also suggested that the strength of the class should be less and required action to be taken to decide with the right strength of the classroom. In-service training explicitly for writing skills and other language skills was one of the main aspects the teachers stressed upon.

## **4.7 Analysis of Group A and Group B School Responses**

### **4.7.1 Analysis of Responses of Group A Teachers and Students**

From the personal details mentioned by the teachers it is evident that the group A teachers were well qualified. The group A teachers had completed higher education which is one of the reasons that helped students' performance in English writing skills. All the group A school teachers had studied in English medium schools and had good knowledge of the subject they teach, and this also helped the students to perform better in English writing skills. The students from group A also studied in English medium from kindergarten and this helped in having fluency in the language. As both the students and the teachers was from English medium, they also used English as the medium of instruction which really helped the students to grow in English language.

In addition, the group A school teachers were found to not emphasis only on textbooks or did not depend on only the activities given in the textbook. They used other resources to get more information on writing skills. They also gave extra writing activities to help students get familiarised with the type of writing taught in the class room. The group A teachers always used models or sample writing task just to give an idea for the students. They discussed the content of the writing activity, brainstorming was done and important points were jotted down on the board. This made it easy for the students to get an outline picture of what they were going to write.

Moreover, these teachers always conducted remedial teaching for the students that helped them overcome their learning disabilities. They also spent more time to teach

writing skills than the group B school teachers. They spent 20 mins on writing activities and the students were more comfortable with teachers to clear their doubts.

#### **4.7.2 Analysis of Responses of Group B Teachers and Students**

Majority of the teachers from group B schools studies in Kannada medium schools and these teachers were not confident in teaching English. On a similar note majority of the students from group B schools studied in Kannada medium schools where they started studying English from grade three. This is one of the main reasons that the students from group B schools found English difficult. The group B teachers inefficiency in making the student familiar with English or their constant use of Kannada in teaching English also contributed to the low performance in English writing skills.

In addition, the group B school teachers used only English textbooks and did not use any other books for reference and depended on only the activities given in the textbook. The teachers also did not give importance to planning and preparation. Though the group B teachers used models or samples of writing task, majority of the teachers made the students write the sample in their note books and finally the students reproduced the same writing task in the examination. These teachers did not give much feedback as they felt that it would confuse the students.

Moreover, the group B teachers did not conduct any remedial teaching for the students, The students were not comfortable with teachers and did not approach them with any doubts. Pre-writing task which is one of the most important part of writing is not done by the teachers of the group B schools. Above all this the majority of the students written work was unchecked and no productive feedback was given.

In conclusion it can be said that the above said factors were the reasons that hindered the writing ability of the group B school students. With the above mentioned reasons if separate text books are assigned to the Kannada medium schools it would help the students excel in writing skills. Moreover, the teachers should be given opportunities to attend professional courses especially in writing skills. Similarly, writing skills should be emphasised in the preservice courses so that the student teachers get familiarised with the teaching of writing skills explicitly.