

## CHAPTER 5

### MAJOR FINDINGS AND DISCUSSION

#### 5.0 Introduction

Findings and discussion is the integral part of any research study as it showcase the main outcomes of the study by helping in dispersing the entire crux of the study to the field of education. This chapter is a sincere effort to do the same by mentioning the findings objective wise and also discussing the highlighting points in the findings by interweaving it with the previous researches.

#### 5.1 Major Findings Based on Achievement Test

Major findings and conclusions based on the achievement test conducted on the students of Standard IX were drawn out and were categorized by the investigator as under:

##### 5.1.1 Achievement in English Writing Skills

1. Only 270 (seven percent) students out of 1373 students could achieve more than sixty percent marks in the achievement test of English writing skills. The mean achievement of students of standard IX in English writing was found to be 22.86, which means majority of students in Kodagu district are below average achievers in English writing skills. Standard deviation was found to be 10.63 which shows that spread in scores was high. Skewness has been found out to be 1.14, which implies that value of skewness is positive. So, it can be concluded that **the achievement in English writing skills of standard IX students of Kodagu district is below average.**
2. With reference to the achievement of government Kannada medium students in English writing skills, the measure of mean and median of the distribution 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 was massed at the left end of the scale and were spread out more gradually towards the right end. It also indicates that the average achievement of the students is 17.0, which indicates 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.

3. With reference to the achievement of government English medium students in English writing skills, the measure of mean and median of the distribution 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 was massed at the left end of the scale and were spread out more gradually towards the right end. It also indicates that the average achievement of the students is 23, which indicates 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. With regard to the achievement of government aided English medium students in English writing skills, the measure of mean and median of the distribution 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 the score was massed at the right end of the scale and were spread out more gradually towards the left end. It also indicates that the average achievement of the students is

36.45, which indicates 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.

5. With reference to the achievement of government aided Kannada medium students in English writing skills, the measure of mean and median of the distribution 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 was massed at the left end of the scale and were spread out more gradually towards the right end. It also indicates that the average achievement of the students is 16.34, which indicates 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.

#### **5.1.2 Main effect and interaction effects on achievement test**

1. The means of students from T1(Taluk 1), T2 (Taluk 2) and T3(Taluk 3) on achievement test is 25.34, 21.51 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. It is observed 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 T2 students performed better than the T1 and T3 students in English writing skills

2. 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 achievement of government aided schools in English writing skills is higher than government schools.
3. 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. 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 has an impact on achievement of the students. The difference is in favor of Letter writing.

It is also observed 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.

5. The means of students in components such as Content, Organisation, Grammar, Vocabulary and Mechanics on achievement test is 9.05, 5.50, 3.60, 2.75 and 2.40 respectively. It means that the students score in components in Content,

Organisation, Grammar, Vocabulary and Mechanics do differ on their achievement in English writing skills. It can be seen that components have an impact on achievement of English writing skills. The difference is in favor of content.

It is observed from that there is difference in the achievement of students in different components of writing skills when compared with Content to grammar and 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.

6. The total number of errors committed by the students of grade IX 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 students is 1373 and the **least number** of errors committed by students of grade IX was in **articles** constituting 395 errors (3.11 percent).
7. The number of errors committed by government and government aided schools 528.9 and 1057.9 respectively. The difference is in favor of government schools. So, it can be concluded that the errors committed by the government schools in English writing skills is higher than government aided schools.
8. The number of errors committed by Kannada medium and English medium schools are 634.75 and 952.1 respectively. The difference is in favor of Kannada medium schools. So, it can be concluded that errors committed by the Kannada medium schools in English writing skills is higher than English medium schools.
9. There is a significant interaction effect between effect between location of schools and type of schools on English writing skills.

10. There is a significant interaction effect between location and medium of instruction on English writing skills.
11. There is a significant interaction effect between types of school and medium of instruction on English writing skills.
12. There is a significant interaction effect between location, types of school and medium of instruction on English writing skills.

## **5.2 Case study**

This part of the findings showcases the reasons for the difference in the achievement of students in different schools. Based on the comparison of the teacher students' responses of both high performing and low performing schools the finding is listed.

### **5.2.1 School-Wise Achievement in English**

- The mean achievement score of the schools of Kodagu district ranges from 13.9 to 45.2. The Q1 was 16.5 and Q3 was 29.1.
- It was found that seven schools fell below the range of Q1 and these schools were considered as low achieving 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 achieving schools in English writing skills.

- There were seven 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 and are considered as high achieving schools in English writing skills.
- Only seven schools out of thirty-three i.e. about twenty one percent schools had lower as well as higher achievement of students. While nineteen schools out of thirty-three i.e. about fifty eight percent schools had average achievement in English writing skills.

### **5.2.2 Major Findings Based on Common Errors Committed by the Students in the Achievement Test**

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

- **None:** Zero percent.
  - **Few:** one (1 percent) to 49.99 percent
  - **Most:** Fifty (50 percent) to 65.99 percent.
  - **Majority:** Sixty Six (66 percent) to 99.99 percent.
  - **All:** Hundred (100 percent).
1. The error of tenses is at the highest position in term of errors committed by Class IX students constituting with an average of 87.5 percent.
  2. Majority of the students from group A schools 121 (75.1 percent) and group B schools, 201 (99 percent) students committed errors in tenses.
  3. The students were confused with the types of tenses and with their uses. 'ing' form was mostly found confusing for group B school students.
  4. Errors in the use of punctuation constitutes to an average of 82.1 percent among the standard IX students.

5. 109(67.7 percent) students from group A schools and 196 (96.5 percent) of students from group B use punctuation marks inappropriately.
6. Most of the Group A students (47 percent) from group A and 75 percent of group B committed errors in the usage of colons and semicolons.
7. An average 80.1 percent of students committed capitalization error and it ranks number three out of ten.
8. Most of the students from group A, 105 (65.2 percent) and majority from group B, 193 (95 percent) schools used capital letters instead of lower-case letters and vice versa.
9. The errors which the students committed in the use of prepositions amounted to an average of 81.7 percentage.
10. Majority of the students from group A schools, 111 (68.9 percent) and group B schools, 192 (94.5 percent) had difficulty in the use of preposition in writing.
11. The errors committed by the students of standard IX amounted to an average of 76.2 percent students.
12. Most of the students from group A schools, 102 (63.3 percent) and majority of the students from group B schools, 181 (89.1 percent) committed subject-verb agreement error.
13. The errors in the use of articles made by the students amounted to an average of 74.75 students.
14. Most of the students from group A, 99 (61.4 percent) and majority of the students from group B schools, 179 (88.1 percent) committed errors in the use of articles such as 'a', 'an' and 'the'.

15. An average of 73 percent students of standard IX committed syntactical errors.
16. Most of the students from group A schools, 98 (60.8 percent) and majority of the students from group B schools, 173 (85.2 percent) committed Syntactical Errors.
17. An average of 66.45 percent students of standard IX had problem with spellings.
18. Most of the students from group A 92 (57.1 percent) and majority of the students from group B 154 (75.8 percent) committed Spelling Errors.

### **5.2.3 Major Findings Based On Teacher and Student Questionnaire, Interview Schedule, and Class Observation**

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

- **None:** Zero percent.
- **Few:** one (1 percent) to 49.99 percent
- **Most:** Fifty (50 percent) to 65.99 percent.
- **Majority:** Sixty Six (66 percent) to 99.99 percent.
- **All:** Hundred (100 percent).

#### **5.2.3.1 Personal Details of the Teachers and Students**

1. All the teachers (100 percent) that taught in both group A and group B Schools were qualified with the basic educational qualification which is a basic requirement in teaching i.e. B.Ed.
2. Majority of the teachers (75 percent) from group A schools were better qualified and had upgraded their knowledge compared to the teachers from the Group B schools.
3. Majority of the teachers (87.5 percent) from group A and group B schools held similar positions.

4. Majority of teachers from group B schools (75 percent) were more experienced than the teachers from group A.
5. All the teachers (100 percent) from group A schools had studied in English medium schools and majority (75 percent) of the teachers from group B schools had studied in Kannada medium schools.
6. Majority of the students (68.5 percent) from group A studied in English medium from kindergarten while few students (24.6 percent) from group B schools studied in English medium from kindergarten and majority of them (75.4 percent) studied in Kannada medium where they started studying English from grade 3.
7. Most of the students (60.2 percent) from group A schools found English writing classes interesting. But few of them (39.7 percent) did not find writing classes interesting. In contrast to this very few (12 percent) of the student from group B schools found writing interesting while majority of the students from the same group felt writing classes were boring.
8. Majority (91 percent) of the group B students found English writing class uninteresting because they rarely understood the questions, they did not know to write, and writing exercises would be always given as homework.
9. The interview responses showed that students did not show much interest in doing the writing tasks compared to doing the other the activities related to the other skills.
10. Students' inexperience in writing longer task from the lower class, their difficulty in the use of language and inefficiency and their disinterest in the subject were considered to be the reasons given by the teachers regarding their disinterest in writing.

### 5.2.3.2 Learning and Teaching in the Classroom

1. All (100 percent) group A schools teachers and teachers from group B schools used English as the medium of instruction.
2. All the (100 percent) students from group A schools agreed that the teachers used English while teaching learning process and mother tongue was not used to explain any concepts of writing skills. In contrast to this all (100 percent) students of group B schools stated that the teacher used mother tongue while explaining the writing task.
3. The class observations were in par with the student's response as the teachers of group B schools used Kannada during teaching, learning process to the maximum.
4. All (100 percent) the students from group A schools opined that they were able to interpret the instructions given by the teacher in English.
5. Few (20 percent) students from group B schools were able to interpret the instructions given by the teacher in English while majority of the students (77.3 percent) found it difficult to interpret the instructions given in English.
6. All (100 percent) students of group B schools stressed that they understood better when the teacher used the mother tongue while explaining the writing task.
7. All (100 percent) the teachers of the group B schools found it uncomfortable with the number of students in class IX.
8. Majority (75 percent) of the teachers from group A felt uncomfortable with the group size of their classroom.
9. The time spent on teaching writing skills was considered to be inadequate by all (100 percent) the teachers from group A and majority(75 percent) of the teachers

from group B.

10. The students response supported that of the teachers as the majority (87 percent) of group A students and (73 percent) of group B students also felt the time spent on teaching writing skills was inadequate.
11. All the (100 percent) teachers from group A and group B schools were unhappy about the number of periods they spent to improve the writing skills of the students.
12. All the (100 percent) teachers from group A and group B schools spent around not more than one hour in a week for practicing writing skills.
13. Response from the Interview showed that the time table did not cater to specific skill in English.
14. All the (100 percent) teachers' responses from group A and group B schools reveal that the students were poor at grammatical rules, spelling, sentence construction, punctuation, organization, and vocabulary when they joined class IX.
15. A few (44 percent), students from group A rated themselves as good and a few (34.7 percent) more rated themselves as satisfactory and a very few (16.5 percent) as unsatisfactory.
16. Among the group B school students very few (9.8 percent) rated themselves as satisfactory and a majority (71.9 percent) rated as unsatisfactory.
17. Group A students were more confident about their writing skills than the group B school students.
18. The interview response revealed that the students had much difficulty with regard to tenses and subject verb agreement. It was also found that the students were confused about the usage of tenses.

19. The interview responses also revealed that group A school students did not have much problems with spelling as compared to group B school students
20. To improve the spellings the teachers of group A conducted class wise competitions
21. Most (50 percent) of the teachers made students maintain a book for noting down the new words learnt and conducted spelling tests regularly.
22. To master the spelling the teachers of group B schools made students write difficult spelling 10 times every day.
23. Most of the teachers conveyed that the students mainly committed mistakes while used comma and semi colon and they opined that the students were not serious regarding the use of full stops.
24. In the class observation it was captured that he class notes and the sample writing tasks were dictated in the classroom and this led to a lot of spelling and grammatical errors.
25. Group A schools teachers conducted special drilling on grammar and spelling but such things were absent in group B schools.
26. All the (100 percent) teachers from both group A and B schools revealed that the students of class IX faced difficulties in sentence structure, cohesion, pre-writing, during writing and Post writing.
27. The reasons revealed by the teachers from group A and B about the reasons for students' difficulties in sentence structure, cohesion, pre-writing, etc. was because the primary teachers did not give ample practice for students in writing tasks.
28. The teachers revealed that students were not even aware of the rules of grammar and also the format of different writing task.

### 5.2.3.3 English Textbook

1. All (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.
2. The present English text book not promote creative expression in writing among the students.
3. Majority (75 percent) of group A schools responded that the textbook helps in preparing students to face examinations while all the (100 percent) teachers from group B schools revealed that the textbook do not help in preparing students to face examinations.
4. All the (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.
5. Majority of the students from group A schools (78 percent) and students from group B schools (90.5 percent) opined that the text books were not interesting.
6. All (100 percent) students from both group A and B felt that the writing activities recommended in the text book were insufficient to improve their writing skills. At
7. The students revealed that the writing tasks given in the text book lacked variety and the topics were not of much interest.
8. The interview response showed that the teachers felt that the text book did not have a variety of writing tasks and only had letter writing, and dialogue writing. It also revealed that the scope for creative thinking and expression was limited.
9. Majority (75 percent) of the teachers opined that they refer other books with the prescribed textbook with contrast to group B school teachers (100 percent) who revealed that they refer only the prescribed textbooks while teaching writing skills.

10. Majority (75 percent) of the teachers among group A schools revealed that dictionary was used during the teaching of writing tasks while most (50 percent) of the group B teachers felt dictionary was of not much use to teach writing skills.
11. The response of the students confirms the teacher's response regarding use of dictionary. Majority (77.5 percent) of students from group A schools opined that they used dictionary while working on writing task in contrast to the students from group B schools where majority (70 percent) of the students did not use dictionary for the same purpose.
12. Majority (75 percent) of the teachers from group A schools revealed that grammar books and other composition texts helps in imparting better writing skills in the students. However, when all (100 percent) the teachers from the group B schools felt grammar books help in imparting better writing skills in the students, majority (75 percent) of the teachers from the same group felt other composition texts would not be useful to improve the writing skills of the students.
13. All (100 percent) teachers from group A schools revealed that newspapers, periodicals, etc. can help students teach better writing skills whereas all the all (100 percent) group B school teachers felt newspapers, periodicals etc. are of no use in teaching writing skills.
14. All (100 percent) teachers both from group A and group B opined that subject 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.

- 15.** All (100 percent) of the group A school students used many other reference materials other than the prescribed textbooks while doing writing exercise. They used dictionaries, model writings, guides and vocabulary lists.
- 16.** None (0 percent) of the students from group B schools used any other reference materials other than the prescribed textbooks.
- 17.** While all (100 percent) the teachers from group A schools used the guidelines given in the text book to teach a particular writing task including internet and other reference materials, all (100 percent) the teachers from group B schools used only the guidelines given in the text book to teach a particular writing task.
- 18.** The group B school teachers revealed that too much of reference can make the students confused and they felt that the students hardly followed the guidelines given in the textbook with that adding more information and guidelines would only make their work more tedious and difficult.
- 19.** Majority (75 percent) of the teachers from group A schools and all the (100 percent) teachers from group B schools revealed that the writing activities given in the text book was not up to the level of the students.
- 20.** The interview response of the group A teachers shows that the writing tasks given in the text book were below the level of the students as they felt 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.

21. Majority (80.7 percent) of the students from group A and all (100 percent) students from group B schools opined that the writing exercises given in the text book helped to develop one's own writing ability
22. Majority (77.6 percent) of group A students opined that the writing tasks given in the textbook did not deal with real world writing topics while majority (91 percent) of the group B school students revealed that the topics given in the textbook dealt with real world writing topics
23. All the (100 percent) teachers from group A schools mentioned that they practice extra activities in the classrooms other than that given in the text book. However, all the (100 percent) teachers from group B schools opined that they did not give any extra writing topics or tasks other than given on the text book.
24. The interview responses from the teachers from group A revealed 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.
25. The interview responses from the teachers from group B revealed that even completing the tasks given in the text book was a tedious job. The reason for this mentioned was the students' lack of knowledge in English, crowded classrooms and lack of time.

#### **5.2.3.4 Training and Orientation**

1. All (100 percent) the teachers from group B and majority (75 percent) of teachers from group A revealed that they had not attended any special training / course in the teaching of writing skills in English.

2. Most (50 percent) of the teachers from group A and none of the teachers from group B schools read any professional books or journals related to English writing skills.
3. Majority of the teachers from both the type of schools did not show much interest in updating their knowledge so as to learn and apply new strategies in the classrooms.
4. All (100 percent) teachers from group A and B schools never attended any of the orientation courses or refresher courses conducted on writing skills.
5. All (100 percent) teachers were of the opinion that refresher courses can improve professional competencies of English teachers.
6. The interview responses revealed that teachers were keen in attending workshops and refresher courses to enrich themselves with knowledge, but it was found that they were not given enough opportunities to update their knowledge.

#### **5.2.3.5 Purpose of Writing Skill**

1. The main purpose of conducting writing exercise according to the teachers were to improve the writing skills of the students, to improve their vocabulary, help in fixing spellings and improve handwriting.
2. All (100 percent) the teachers from group A and group B felt that giving ample number of writing exercises can help to develop the writing ability of the students.
3. None (0 percent) of the teachers from group A and group B felt that the present system of teaching writing tasks will help the students to communicate effectively through writing.
4. All the students from group A schools and majority of the students (80 percent)

from group B felt that writing skill should be mastered for academic excellence, professional courses and for dealing with real life issues.

5. The interview response showed that most (50 percent) of the teachers from group A schools opined that the system of teaching writing concentrates mainly on rote learning and handwriting.
6. The teachers also revealed that creative thoughts and creative writing is not given much importance in the present teaching system and students' lack of English knowledge hinders their writing skills.
7. 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.

#### **5.2.3.6 Resources Available in the School**

1. Both group A and B schools did not have sufficient resources in the library to help students in completing their writing assignments.
2. The group A schools were equipped with technology to cater to the present needs of the students whereas the group B schools were not equipped with technology to cater to the present needs of the students.
3. The student's response supports the teacher's response stating that there were not enough resources in the library to help in writing assignments
4. All (100 percent) the students from both group A and B mentioned that their teachers did not use technology while teaching writing exercise.
5. All the students from group B and majority 97 percent of the students from group A did not take any aid of internet while doing writing task.

6. 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.
7. None (0 percent) of the teachers conducted group work as they found group work always chaos and felt that maintaining discipline in the classroom was a difficult task while conducting a group activity

#### **5.2.3.7 Pre -Writing**

1. Majority (75 percent) of the teachers from group A conducted pre- writing task for all types of writing while majority (75 percent) of teachers from group B schools did not conduct pre- writing task for all types of writing.
2. The interview responses showed that the group A school teachers believed that pre writing task helped students to get a picture of what they were asked to write and made the writing task easier.
3. The interview responses of the group B school teachers showed that pre writing task did not do much help as the students did not have basic knowledge of the language.
4. Most of the teachers from group A and none of the teachers from group B used visual aids like images, graphic representations and maps or audio aids like recorded cassettes to initiate discussion while teaching writing.
5. Majority (88 percent) of the students from group A revealed that the teacher used audio visual aids while teaching writing exercises while all (100 percent) the group B students stated that teachers did not use audio visual aids while teaching.
6. All (100 percent) teachers from group A and most (50 percent) of the teachers from group B schools revealed that they discussed t content of the writing task with the whole class.

7. None (0 percent) of the teachers from group A schools asked students to complete the writing task discussed in class as homework rather the teachers opined that they made the students write during class hours individually and sometimes in groups.
8. All (100 percent) the teachers from group B schools gave a rough idea of the content and asked students to complete the writing task as homework.
9. Writing in the class was considered time consuming and giving individual attention was not a possibility due to the crowded classrooms were the reasons given by the group B school teachers for extending the discussed writing tasks as a homework.
10. None (0 percent) of the parents of group B school students and majority of the group A school students' parents did not help in doing the writing assignments.
11. All (100 percent) the teachers from group A schools revealed that the students liked to work in groups in contrast to the response of the teachers from group B schools (100 percent) who opined that the students liked to work individually.
12. Majority of the students from group A and group B preferred working in groups than individually.
13. Students liked to work in groups than individually because they felt they did perform better in groups.
14. All (100 percent) teachers from group A schools considered pre writing task as helpful for the students to organize their writing but majority (75 percent) of group B schools teachers felt pre-writing task didn't help in organizing the students writing.
15. The reasons stated by the group B school teachers about pre-writing task not a help in organizing the students writing were that the students showed no interest in

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

16. While the group A teachers prepared themselves for English writing classes by collecting models and samples to be shown to the students and prepare teaching aids to teach writing tasks, the group B school teachers felt no preparation was much needed as the students were given readymade writing samples which they were supposed to memorise.
17. All (100 percent) the teachers from group A and most (50 percent) of the teachers from group B school revealed that pre writing task involved discussion and feedback.
18. Majority (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, A few (8 percent) number of students opined that the teachers did not discuss the topic before the writing task is given to write.
19. Majority (69.5 percent) of the group A students mentioned that they discussed with classmates and teachers before writing while none (0 percent) of the students from group B discussed with teachers or classmates before writing.
20. Pre writing was not really done by most of the teachers. Discussion and feedback were not the part of writing activity.
21. Majority (75 percent) of the teachers from group A schools provided students with a model of the writing task but most (50 percent) of the teachers did not discuss about its features like structure, organization, vocabulary etc. using the model shown.

22. All the (100 percent) teachers from group B provided students with a model of the writing task. However, these teachers did not show any interest in discussing on features like structure, organization, vocabulary etc. using the model shown.
23. Self-check was the main method of evaluation by all the teachers from group A group B by giving the students the necessary hints.
24. The interview response confirmed that the teachers from group A and B schools were not equipped with the concept of rubrics.
25. The interview response also confirmed that the teachers did not conduct peer checking or teacher correction for evaluation of writing task as they felt it wasn't necessary and also as they did not get enough time for the same.

#### **5.2.3.8 During -Writing**

1. All (100 percent) the teachers from group A and group B schools helped the students with regard to words, expressions, spelling, etc. while the students wrote.
2. Rubrics was not at all used in teaching writing by any teachers.
3. Most (50 percent) of the group B teachers and majority (75 percent) of group A school teachers revealed that they spotted errors and offered instant correction in the classroom.
4. Most (50 percent) of the teachers from group A and None (0 percent) of the teachers from group B schools felt discussions in small groups were of any help for the students.
5. All (100 percent) the teachers from group A and group B schools stated that they helped the students all through the writing process.
6. 132 (81 percent) of the students from group A schools were comfortable to seek help

from teachers when they had got any doubts regarding the subject.

7. A few (19 percent) number of students found it uncomfortable to seek the help from teachers.
8. Among group B school students only a few (22 percent) of the students felt comfortable to seek the help of the teachers while majority (78 percent) of them did not seek the help of the teachers.
9. The students felt uncomfortable to approach the teachers because the teachers were too strict, they were shy, not sure what to ask, scared teacher would be angry.
10. There was a lack of cordial relationship between the teachers and the students.
11. Majority (80.7 percent) of the students from group A while writing if not sure of a spelling took the help of teachers at school or parents at home, ask friends, use dictionary to check for the spelling.
12. Majority (88 percent) of the students from group B schools tried to assume the spelling and wrote when they were not aware of the spellings of specific words.
13. The interview schedule showcased that the teachers from group A and group B were unable to spot errors for every writing task instantly.
14. Only 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.
15. The Classroom observation revealed that the teachers from both group A and B did not correct the mistakes committed by the students instantly rather the teachers were found to be busy explaining the doubts and answering the student's queries.

### 5.2.3.9 Post Writing

1. The evaluation method used by the teachers from both group A and group B schools to evaluate students written work during writing process and after the completion of the work was teacher correction.
2. All (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.
3. None (0 percent) of the teachers gave feedback using rubrics.
4. Most (50 percent) of the teachers from group A and a few (25 percent) teachers from group B schools corrected each students' mistakes in detail.
5. Majority of the teachers did not do a detailed correction because they did not get enough time and the number of students in each class were huge.
6. All the teachers from both group A and group B schools underlined the mistakes without mentioning the type of error.
7. Majority (75 percent) of the teachers from group A and group B schools did not use abbreviations like sp /gr etc. while checking the writing task.
8. All (100 percent) the teachers from group A schools and most (50 percent) of the teachers from group B schools read out the common mistakes committed by students.
9. Majority (89 percent) of students from group A schools stated that their books were not evaluated by the teachers while three percent opined that the teachers evaluated their written task. Few (8 percent) students did not respond to this question.
10. From group B few (22 percent) students did not respond to this question. Majority (70 percent) of the students stated that their books were not evaluated by the

teachers while a few (8 percent) opined that the teachers evaluated their written task.

- 11.** None of the students from group A and group B mentioned that peer checking was done during the classes
- 12.** Majority (80 percent) of the students from group A and A few (47 percent) of the students from group B schools stated that the teachers gave feedback for the written work.
- 13.** Majority (85 percent) of the students from group A mentioned the feedback helped in improving written work while a few (15 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.
- 14.** Majority (86 percent) of students from group A and (72 percent) of group B schools opined that the teachers gave oral feedback and underlined the mistakes for the written work. A few (14 percent) students from group A and group B (28 percent) schools did not respond to this question.
- 15.** With reference to the response given by the students it is evident that the teachers lacked in giving constructive feedback.
- 16.** Majority (75 percent) of the teachers from group A schools and a few (25 percent) teachers from group B schools conducted remedial teaching to help in improving the quality of the students writing skills.
- 17.** Majority (75 percent) of the teachers from group B schools did not conduct any remedial teachings.
- 18.** All (100 percent) the teachers from group A and group B schools allowed all the students to read out their written pieces to the class irrespective of the quality of

their work.

19. All (100 percent) the teachers from group A used the best written piece of work as a sample for the same class.
20. Most (50 percent) of the teachers from group A and all the (100 percent) teachers from group B gave extra practice for spelling, sentence patterns, etc. if the students commit mistakes.
21. From the interview response it was evident that rarely the teachers found some good writing task from the classes they teach so they usually used other writing materials as samples.
22. Majority (75 percent) of the teachers claimed that though remedial measures were given to the students the students did not take it seriously and did not show much improvement.
23. From the class observation it was evident that the teachers did not conduct special classes too often to address the common errors of the students,
24. The class observation showed that the teachers did not have much idea about how to make their teaching interesting.
25. Teachers used lecture method during remedial class in spite of any play way method or any interesting methods to teach during remedial classes.
26. With regard to the types of writing task the students found dialogue writing and letter writing uninteresting.
27. The students did not show much interest in writing because the textbook activities were not attractive.
28. All (100 percent) the teachers from group A and group B found that the students

weren't proficient enough to show developed writing style.

29. The varied reasons mentioned by the teachers are students' lack of proficiency in English, lack of teaching aids, lack of interesting writing topics.
30. Majority (75 percent) of teachers from group A schools mentioned 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 mentioned that feedback did not help students improve their writing skills.

#### **5.2.3.10 Modes of Writing**

1. No practice was not given to the students on the four modes of writing (descriptive, narrative, expository, and persuasive percent) in standard 9.
2. All the (100 percent) teachers agreed that all the four modes of writing should be the part of the curriculum.
3. The students were taught Story-writing, Note making, Dialogue writing, Paragraph writing, Essay writing, Letter writing and Writing messages.
4. 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.

#### **5.2.3.11 Examination Pattern Followed in the School.**

1. All the (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.
2. 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.

3. All the (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.

#### **5.2.3.12 Factors Influencing Writing**

1. All the (100 percent) teachers from group A and B schools agreed that use of mobile phones, computers etc. affected students' writing.
2. Use of mobile phones, computers etc. affected students' writing with regard to spelling, sentence structure and handwriting.
3. Student used slangs and abbreviations overly due to the use of mobile phones, computers.

#### **5.2.3.13 Difficulties Faced by Teachers and Students**

1. The students from group A schools did not face any difficulties in understanding the questions related to writing task
2. The students from group B school found it very difficult to understand the questions related to writing task.
3. The students from group A did not find any difficulty to differentiate different types of writing and was always clear about the format of different types of writing tasks.
4. The students of group B schools 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.
5. The students from group A expressed their views and ideas without any difficulty while the students from group B schools found it difficult to express their views and

ideas in English.

6. The class observation depicted that the writing tasks done by the students lacked creative thoughts and ideas. Most of the students tried to copy the given sample by the teacher.
7. All (100 percent) 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.
8. The syllabus was vast hence the teachers found the time for teaching writing skills inadequate and insufficient.
9. The writing tasks given in the text book lacked variety and also were of less number.
10. All (100 percent) the teachers from group A and B schools stressed on the fact that the given writing tasks were not suitable for the standard 9 students.
11. The number of students in each class and the heavy workload assigned to the teachers made individual guidance and correction impossible.
12. none 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
13. Majority (75 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.
14. It was evident from the interview schedule that the teachers found correction of the note book challenging due to the strength of the classrooms.
15. Every classes comprised of 50+ students and only few classes had a strength of around 30.

16. The book of only few students were evaluated and other books were not marked.  
Due to the huge strength of the classrooms.

17. Teachers were also found busy in clerical work which hindered the teaching in the classrooms.

#### **5.2.3.14 Suggestions**

1. All the (100 percent) teachers from group A and group B suggested that
  - In each semester a variety of adequate number of writing tasks should be given.
  - More number of periods should be allocated specifically for writing skills
  - The text book should give more weightage for writing tasks.
  - The library should be equipped with more number of books related to writing skills and school should conduct writing competitions on regular basis.
  - Parents should help students to practice writing at home
  - Students should be trained to write in different types of writing from the early classes.
  - Free writing exercises or creative writing should be a part of the curriculum.
  - The strength of the class should be less and required action to be taken to decide with the right strength of the classroom.

### **5.3 Discussion**

Writing skills is one of the main language skills that plays a key role in articulating one's ideas, beliefs, views, and attitudes. Proficiency in English writing skills is one of the major factors looked upon in this modern era. Most of the studies related to English writing skills tried to measure the achievement level of the students with respect to their writing

capabilities. The present study also attempted to find the level of achievement of the grade IX students in their writing skills.

There found to be a number of vital observations in the finding of the present study that is entwined with the studies reviewed with reference to English writing skills. These key observations have been section wise discussed in detail.

The present research study was conducted with the objective to study the level of English writing skills of the students with respect to its sub skills and the variables such as types of school, location of the school and medium of instruction. The study also investigated in depth to identify the underlying factors that affected the writing skills of the students.

The present study revealed that only 270 (seven percent) students out of 1373 students could achieve more than sixty percent marks in the achievement test of English Writing Skills concluding that achievement in English Writing Skills of standard IX students of Kodagu district was below average. These finding are supported by **Sharma & Chawla (2013) and Sarma (1989)** who also found that a large number of students were poor in written English in comparison to their proficiency in the other language skills.

In the present study it was found that the government and government aided Kannada medium students and government English medium students are below average achievers while Private government aided English medium students were found to be above average achievers in English writing skill. **Sharma & Chawla (2013)** also tried to compare English Communication Skills of Students Studying in Government and Private Schools. For this study the investigator included 300 students studying at higher secondary level in Govt. and Private schools in urban and rural in Ghaziabad. Achievement test was conducted for English language and grammar test was constructed and standardized for this study. It was

found that the English communication skills of the students studying in private schools were better in comparison to English communication skills of students studying in government schools.

With reference to the students' knowledge on the components of English writing skills it was found that majority of the students did not perform well in grammar, vocabulary, mechanics and organization except content which can be one reason that hindered the student's achievement in English Writing skills. A similar finding of Chandra (1988) revealed that the proficiency in written English at the plus two level was significantly correlated with: knowledge of grammar, reading comprehension, and vocabulary. The study found that the students lacked proficiency in the above-mentioned factors and that in fact hindered their performance in English writing skills.

In the present study majority of the teachers (75 percent) from group A schools were better qualified and had upgraded their knowledge compared the teachers from the Group B schools. With reference to the human resources Jain (1987) found that in English medium schools all English teachers were graduates with English as their major subject and at post-graduate level 66 percent teachers had studied English as a principal subject.

With reference to the interest level of the students majority of the students from the group B felt writing classes were boring and did not show much interest in doing the writing tasks compared to doing the other the activities related to the other skills. They found English writing class uninteresting because they rarely understood the questions, they did not know to write, and writing exercises would be always given as homework. Students inexperience in writing longer task from the lower class, their difficulty in the use of language and inefficiency and their disinterest in the subject were considered to be the

reasons given by the teachers regarding their disinterest in writing. **Msanjila, (2005)** in her study analysed the problems of writing and found that shortage of qualified language teachers, inadequate teaching materials and poor teaching methods contributed for disinterest among the students.

The findings obtained from the study about the error analysis, The students of Kodagu district committed errors widely in tenses. Students were found to have confusions with the different forms of tenses. Joshi (1975), Misra (1985), Desai (1986), Rabbani (1984) and Sarma (1991) arrived at a similar type of finding which reported that learners committed errors especially in the 'ing' forms and sequences of tenses. Mohammed (1986) found that (82.28 %) percentage of errors was committed by the learners in tenses and it proved that 'tenses' was the most difficult area of concern with reference to grammar among the learners.

The study also revealed that the students were poor at grammatical rules, spelling, sentence construction, punctuation, organization, and vocabulary when they joined class IX . In the same line **Dave and Saha (1968) and Nair (1966)** found that grammatical structures, spelling, misuse of usage of idioms were the major areas where students committed mistakes in English.

The findings with respect to one of the factors that determined the students' efficiency was found to the qualification of the teachers. The group A school (high performing school) teachers were found to be highly qualified than the group B school (Low performing school) teachers. This result was supported by the findings of Singh (1984) who found that that the post graduate teachers in English consistently performed better and was superior to the performance of the non-post graduates in English.

The findings obtained from this study revealed that all the teachers of group B schools used mother tongue while explaining the writing task. **Similar finding was present the studies of Ram (1989) and Rabbani (1984)** wherein they found that interference of mother tongue was most common in most of the schools and most of the English teachers relied on mother tongue to teach English language and this affected the learners widely.

In the present study majority of the students from group A schools (78 percent) and students from group B schools (90.5 percent) opined that the text books were not interesting. Similarly, **Mohire (1989)** in his study found the textbooks were of no interest to the students.

The present study revealed that all (100 percent) the teachers from group B and majority (75 percent) of teachers from group A had not attended any special training / course in the teaching of writing skills in English. The study by **Bhattacharjee (1984)** and **Mohire (1989)** also found that the majority of the teachers of English were not professionally trained and in-service training facilities for the teachers were inadequate.

The present study revealed both group A and B schools did not have sufficient resources in the library to help students in completing their writing assignments. **Jain (1987)** who studied English language teaching in secondary school of Gujarat State found that material resources in most schools were found totally lacking especially with regard to audio-visual aids. Even in schools where such resources were available, they were scarcely used by teachers owing to lack of training in operating them.

### **5.3 Implications of the Present Study**

The universal goal for every child in an elementary classroom is reaching proficient

levels of literacy. It has been considered a challenging task for English language learners particularly in the domain of writing as it is the most difficult skill to master at the same time the most important one to acquire too. In this text-oriented world writing has been identified as one of the most essential skills to be mastered. Due to its utilitarian function English writing skill has occupied an important position in education system. Many researches have been undertaken from time to time to identify the determinant factors effecting the writing skills of the students.

In the present study the investigator has revealed that the achievement in English writing skills of the students of class IX of Kodagu district, Karnataka is below average. It also revealed that the achievement of the students has the interaction effect of variables such as medium of instruction, location and Types of school. Similarly, the study also found that there is a number of reasons that affects the performance of the students with respect to their English writing skills.

It is not only the responsibility of the teacher to enhance students love and attitude towards English writing skills, it is also the responsibility of the Advisory Board of Education, stake holders and parents to enthuse students in writing skills. This study can assist the advisory board, teachers and parents to identify the factors that has made writing a nightmare for the students.

## **5.5 Suggestions**

Based on the major findings of the present study the following suggestions are provided by the investigator

### **5.5.1 Suggestions for School officials, Advisory committees and stake holders**

- The school should provide enough resources such as audio-visual aids for the

teachers to help them in their teaching.

- Technology should be the part of the education system hence right Ed-tech programs should be adopted by the school.
- Every classroom should have a reasonable strength of students so that it helps the teachers perform better.
- The teachers should not be overburdened with extra clerical jobs.
- Professional and in-service training should be organized in home school and also teachers should be sent to different schools to attend such training sessions in specific skill sets.
- Conduct class observations and provide constructive feedback to the teachers.
- Appoint English specialized teachers for better results.
- Specific periods for writing skill practice should be a part of the time table.
- All the genres of writing task should be included in the textbook.
- Teacher's handbooks should consist of a variety of activities for each writing task.
- Textbook should include topics of interest.
- Writing task provided for the students should cater to all the levels of the students.
- Ample number of writing task with a variety should be incorporated in the textbook.
- Every text book should provide the teachers with appropriate teachers guide.
- Principals and HOD's should go for a regular supervision of language classroom activities to make certain that the teachers follow the modern techniques instead of traditional lecture method and to help the teacher with productive feedback.

### **5.5.2 Suggestions for English teachers**

- Teachers should motivate students by bringing awareness in the students about the importance of writing skills
- Give group activities and encourage and promote cooperative learning
- Teachers should follow pre-writing, during-writing and post-writing steps to ease the writing difficulties of the students.
- Teachers should give ample practice for each writing task taught in the classroom.
- Avoid giving writing activity as a homework which the students aren't familiar with.
- Use standard set of model or sample writing tasks.
- Understand the importance of rubric and use it for every writing task.
- Explain the rubrics and the evaluation pattern to the students during the pre- writing task.
- Teachers should use rubrics to evaluate each skill so that the students are aware of the criteria of evaluation.
- Application of modern approaches of teaching in par with that of traditional approaches should be practiced.

### **5.6 Suggestions for further study**

Research studies in general open new avenues for further research in the field. The present investigation is not an exception. The below are few suggestions for further study.

- A similar study for different age group can be conducted.
- A study on other specific subjects and other English skills can be conducted.

- A study can be conducted by taking different variables which significantly contribute in English writing achievement such as economic status of the parents, educational qualification of the parents, teacher's intelligence, her attitude, students linking for the teacher etc.
- An intervention programme can be developed to enhance the English writing skills of students.
- Instead of students from secondary schools, this study can be conducted for students at different levels Primary, Higher Secondary and university level.
- The study can be conducted in different districts of Karnataka

## **5.7 Conclusion**

In the present time English writing skills holds a vital place in the school curriculum. Today's mastery of the English writing skills can turn to be a passport for the professional world of tomorrow. With the help of the present study as well as previous studies it is found that a variety of factors significantly affect the English writing skills of the students.

The factors such as type of school, location, medium of instruction, textbook, methods of teaching, teacher qualification, preservice and in-service training, teachers and students' attitude, infrastructure of the school etc. contributes in helping a student excel academically. Hence it is the responsibility of the schools, teachers, parents and the stakeholders to overcome these obstacles and promote efficiency in English writing skills. It is the need of the hour to create a classroom environment involving active participation following the pre- writing, during writing and post writing steps with interest, If these steps are followed by the teachers during the writing activity, there is no doubt for the students to excel in the English writing skills.