

A Study of English Writing Skills of Standard IX Students

of Kodagu District, Karnataka

Summary of the Study

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Summary

This paper presents an analysis of the achievement of English writing skills of secondary level learners of Kodagu district, Karnataka. The ability to communicate and transfer one's ideas to another is one of the most important factors that differentiate human beings from animals. As language is the primary source of communication, it has become one of the fundamental characteristics of our lives. Hence it can be rightly said that in this present era no one can negate the importance of English as a language on the global scenario because English is the passport to success in today's corporate world.

The four linguistic skills in English language are considered to be the four pillars supporting the magnificent structure of language. During teaching learning process, the teacher aims at developing the four abilities – ability to listen, to speak, to read and to write. Though the ability to write occupies the last in this order, it does not mean that it is least important. According to **Bacon (1851)**, “Reading maketh a full man; conference a ready man and writing, an exact man”. Similarly language plays an important role in higher education context because it is the language proficiency especially the mastery of the writing skill that determines the academic success and achievement in higher education. Effective writing skill is not only the essential tool for success in higher educational learning but also in work and society. In order to succeed and find their academic path, the students studying at the secondary level should acquire a good level of academic writing and communication.

To analyse the level of achievement in English writing skills of the secondary school students, Standard IX students of Kodagu district were selected as the population of the study. A descriptive survey with case study was conducted to analyse the level of

achievement and further to get an in-depth knowledge of the high and low achieving schools. The sample for the survey consisted of 1373 students of IX standard which were randomly selected. Using the multistage sampling methods schools were selected based on Location, types and medium.

For case study with the help of the achievement test marks eight schools were selected which consisted of eight English teachers i.e. four teachers from high performing schools and four from low performing schools. Total number of students involved in the case study was 364 among which the students from high performing schools comprised of 161 students and 203 students from low performing schools.

The tools for the study consisted of two sets such as **Tools for Survey which comprised of** an achievement test with a rubric. For case study questionnaire for teachers and students semi-structured interview for teachers, field Diary and Error Analysis Sheet were used.

The data collected by Achievement test was calculated and analysed with the help of Mean, Median, Standard Deviation, ANOVA and post hoc test such as Tukey test. To know the nature of distribution skewness was also computed and frequency curve was also plotted.

For the case study the responses of the teacher questionnaire, student questionnaire, teacher interview was analysed using content analysis. The percentage based on the frequency was calculated for each aspect of the different components of questionnaires. Similarly the frequency and percentage was calculated for each aspect of the classroom observations and error analysis.

The major findings of the study were **the achievement in English writing skills of standard IX students of Kodagu district is below average**. Except the students studying in government aided English medium schools, all others such as government

Kannada and English medium and government aided Kannada medium schools were below average in their achievement in English writing skills. There also seemed to have a significant interaction effect between location, types of school and medium of instruction on English writing skills. Moreover, it was found that not only the factors such as type of school, location and medium of instruction contributed in determining the success of each students but also 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.