



Assessment of English writing skills of minority students at primary level in Murshidabad district

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Abstract

It is well known that, Majority of learners are very weak in English language of Bengali medium schools. In case of the writing skills of the children, among various components, unfortunately, the spelling error, tense, sentence and punctuation effects on writing expression very much.

Although, several times, in service teachers training on English language have been introduced from government, various modern techniques have been implemented, but in reality, the learning outcome of the minority students at primary level of Bengali medium schools in English language is not up to the expectation level.

The researcher tries to assess the level of the English writing skills component wise and total using EGWSQ, a self-developed tool by questionnaire technique.

The study reveals that the scores of the English writing skills of the minority students at primary level are not normally distributed. There is no mean difference between scores of English writing skills of the minority students at primary level due to gender variation and there is mean difference between scores of English writing skills of the minority students at primary level due to location wise variation and management wise variation.

Policy implication of this study is to make the teaching learning process joyful and activity based. It recommends various modern teaching methods to develop the writing skills of the students. Also to set up English medium model schools and model Madrasahs in rural area of the district.

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Keywords: Assessment, English Writing Skills, Minority and Primary level

Introduction

It is well known that, there is fear or phobia in learning English language among the students of Bengali medium schools. Majority of learners are very weak in English language. There are a lot of causes which make obstacles in achieving the goals of the learning outcome in English language in class room transaction. The most important obstacle is English writing skills of the students. In case of the writing skills of the children, among various components, unfortunately, the spelling error, tense, sentence and punctuation affects on writing expression very much.

Writing is one of the important components of the four skills - LSRW (listening, speaking, reading and writing) in language learning. Strong writing skills may enhance students' chances for success. Murray, D. (1980) ^[10]. Muhammad Javed (2013) ^[9] conducted a study in Bahawalnagar district of Pakistan to evaluate the English writing skills of school students in five domains: word completion, syntax, comprehension, grammar, and hand writing. The investigator found significant difference in writing competence between urban and rural students but the difference is insignificant between male and female students and the students enrolled in private and public schools. The overall performance of the students is better in comprehension component over other four components.

Rao, C., & Durga, S. (2018) [6] in process approach study has given emphasis on generation of new ideas and strong writing skills for success of the school students. Process approach study duly considered learner's needs and expectations. The language curriculum should give importance of writing skills in instructional practices, evaluation system and language development programme.

Nunan says, "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text." In discussing the significance of writing to learning, most of the researchers' stresses that writing is an essential factor of language.

Although, several times, in service teachers training on English language had been introduced from government, various modern techniques have been implemented, cooperative and group learning methodology have been adopted, TLM and activity based teaching learning process has been suggested but in reality, It is observed that, from the summative and board exams the learning outcome of the students in English is not up to the expectation level.

Objectives

1. To assesses the level of English writing skills of minority students at primary level due to component wise variation.
2. To find out the difference in level of English writing skills of the primary level students due to gender variation.
3. To find out the difference in writing skills of the primary

level students due to location variation.

4. To find out the difference in level of writing skills of the primary level students due to management wise variation.

Hypothesis

H₀₁: The scores of the English writing skills of minority students at primary level are not normally distributed component wise.

H₀₂: There is no mean difference between scores of English writing skills of minority students at primary level due to gender variation.

H₀₃: There is no mean difference between scores of English writing skills of minority students at primary level due to location wise variation.

H₀₄: There is no mean difference between scores of English writing skills of the primary level students due to management wise variation.

Research Methodology

Research Design: Descriptive Survey research design was used for this study.

Research tool: A self-developed tool "Early Grade Writing Skill Questionnaire (EGWSQ)" was used and standardized according to standard norms and procedure and the questionnaire technique was followed.

Sample and sampling

The sample will be consisted of students from government and private primary schools of Murshidabad district. The sample was stratified into different stratas rural – urban, male- female, For the purpose of investigation four schools were selected, out of which 2 schools were selected from urban area and 2 schools were selected from rural area. The table shows the distribution of the sample.

Table 1: Sample frame

District	Location	No of Schools	Gender		Management		Sample size
			Male	Female	Govt.	Private	
Murshidabad	Urban	2	50	50	50	50	100
	Rural	2	50	50	50	50	100
Total		4	100	100	100	100	200

Results

Table 2: Scores of the English writing skills of the minority students at primary level due to component wise variation

No. of children covered	Tense		Sentence		Punctuation		Spelling error	
	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
200	143	71.50%	179	89.50%	152	76.00%	134	67.00%

Table 3: Components

Tense	143
Sentence	179
Punctuation	152
Spelling error	134

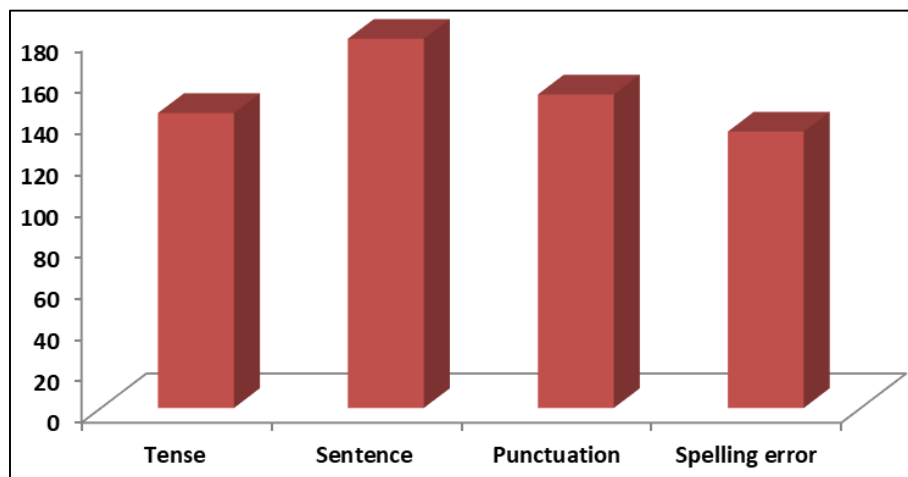


Fig 1: Tense, sentence, Punctuation, Spelling Error between students

Table 4: Scores of the English writing skills of the minority students at primary level due to gender wise variation

Gender	Tense		Sentence		Punctuation		Spelling error	
	Total	Percentage	Total	Percentage	Total	percentage	Total	Percentage
Male (100)	82	82%	91	91%	79	79%	67	67%
Female (100)	86	86%	89	89%	74	74%	61	61%

Table 5

Gender	Male	Female
tense	82	86
Sentence	91	89
punctuation	79	73
spelling error	67	64

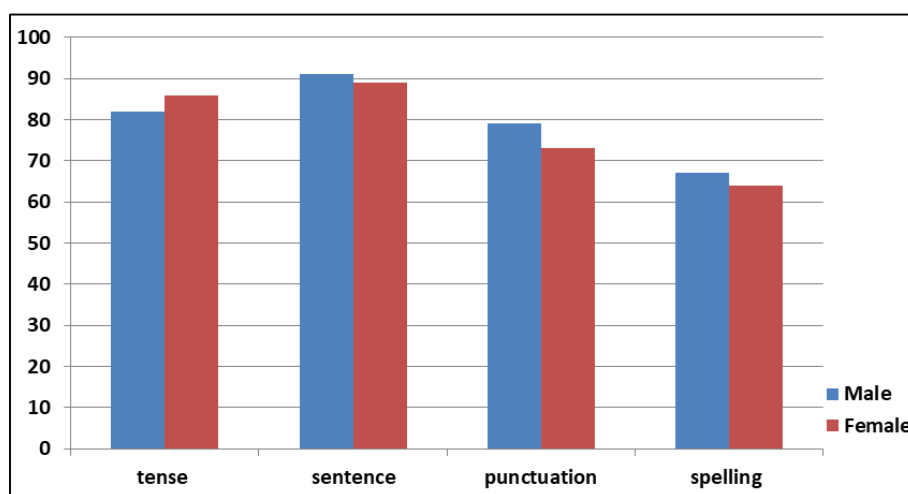


Fig 2: Tense, sentence, Punctuation, Spelling Error between male and female

Table 6: Scores of the English writing skills of the minority students at primary level due to location wise variation.

Location	Tense		Sentence		Punctuation		Spelling error	
	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
Rural (100)	83	83%	94	94%	81	81%	78	78%
Urban (100)	77	77%	82	82%	75	75%	63	63%

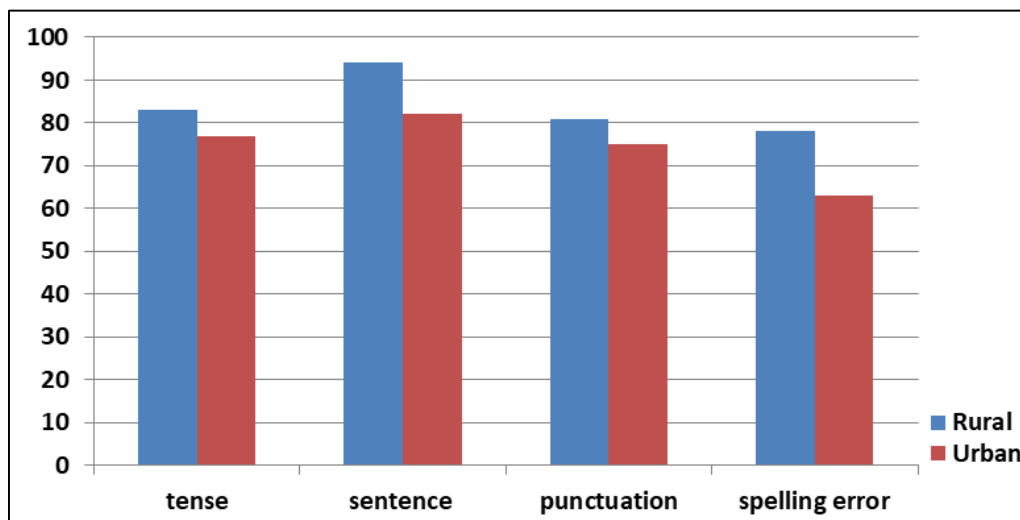


Fig 3

Table 7: Rural and Urban components

	Rural	Urban
Tense	83	77
Sentence	94	82
Punctuation	81	75
Spelling Error	78	63

Table 8: Scores of the English writing skills of the minority students at primary level due to management wise variation

Management	Tense		Sentence		Punctuation		Spelling error	
Govt. (100)	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
	79	79%	87	87%	78	78%	69	69%
Private (100)	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
	62	62%	71	71%	61	61%	52	52%

Table 9: Type of management between Govt. and private organizations

Type of management	Govt	Private
Tense	79	62
Sentence	87	71
Punctuation	78	61
Spelling error	69	52

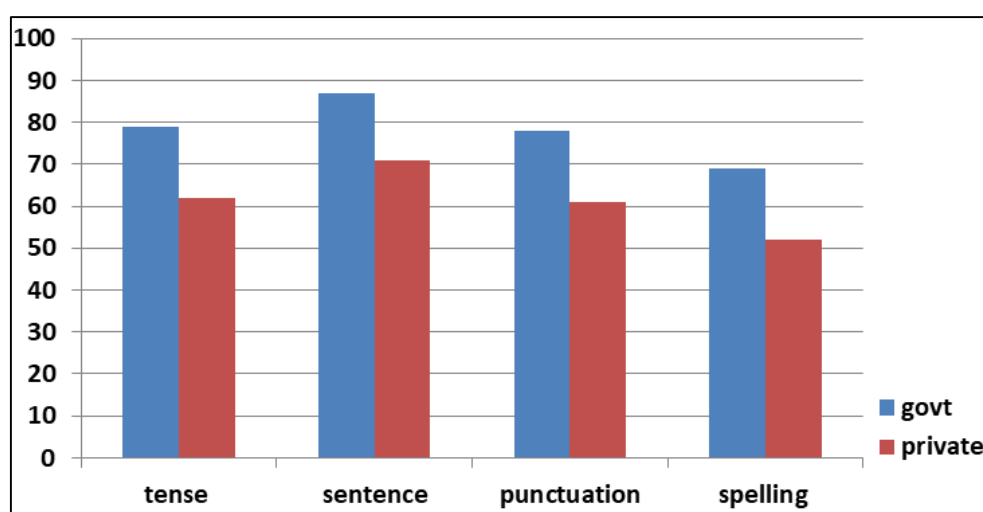


Fig 4

Analysis and interpretation

The null hypothesis H_{01} is

H_{01} : the scores of the English writing skills of minority students at primary level are not normally distributed

component wise.

To test the above null hypothesis the normality test is done and found as follows.

Table 10: Test of normality due to component wise variation

Mean	5.105
Standard Error	0.31689428
Median	4
Mode	2
Standard Deviation	4.481561891
Sample Variance	20.08439698
Kurtosis	2.03330118
Skewness	1.419957779
Range	20
Minimum	0
Maximum	20
Sum	1021
Count	200
Confidence Level (95.0%)	0.624901735

Table 11: Cumulative frequency distribution

Bin	Frequency	Cumulative %
0	19	9.50%
1.428571	24	21.50%
2.857143	22	32.50%
4.285714	37	51.00%
5.714286	24	63.00%
7.142857	37	81.50%
8.571429	16	89.50%
10	4	91.50%
11.42857	2	92.50%
12.85714	1	93.00%
14.28571	2	94.00%
15.71429	0	94.00%
17.14286	4	96.00%
18.57143	1	96.50%
More	7	100.00%

Statistically, two numerical measures Skewness and Kurtosis may be used to test for normality. The value of skewness is zero for perfectly symmetrical distribution but it is quite unlikely for real world data. As a general rule of thumb:

1. If the skewness is less than -1 or greater than 1, the distribution is highly skewed.
2. If the skewness is between -1 and 0.5 or between 0.5 and 1, the distribution is moderately skewed.
3. If the skewness is between -0.5 and 0.5, the distribution is approximately symmetric.

As the value of skewness for this distribution is 1.419957779, which is greater than 1, it can be said that the scores are highly skewed.

Kurtosis is a measure of the peakedness of the distribution. The standard normal distribution has the value of kurtosis = 3 ($k_u=3$) and is known as mesokurtic. Kurtosis value less than 3 is known as platykurtic and kurtosis value greater than 3 is known as leptokurtic.

As the value of kurtosis for this distribution is 2.03330118 which is less than 3. So we can say that the distribution is platykurtic.

So, from the above analysis, it may be concluded that the scores of the English writing skills of minority students at

primary level are not normally distributed component wise.

The null hypothesis H_{02} is

H_{02} : there is no mean difference between scores of English writing skills of minority students at primary level due to gender variation.

To test the above hypothesis t-test was done

Table 12: t-Test: Two-Sample Assuming Equal Variances

	Female	Male
Mean	5.393939394	5.363636364
Variance	15.91465677	18.74397032
Observations	99	99
Pooled Variance	17.32931354	
Hypothesized Mean Difference	0	
df	196	
t-Stat	0.051215095	
P(T<=t) one-tail	0.47960314	
t Critical one-tail	1.65266506	
P(T<=t) two-tail	0.959206281	
t Critical two-tail	1.972141177	

The table shows that t- calculated = 0.051215 is less than t-critical 1.652665.

Therefore, the alternative hypothesis is accepted and it may be concluded that there is no significant difference in English writing skills of minority students due to gender variation.

The null hypothesis H_{03} is

H_{03} : There is no mean difference between scores of English writing skills of minority students at primary level due to location wise variation.

To test the above hypothesis t-test was done

Table 13: t-Test: Two-Sample Assuming Equal Variances

	Urban	Rural
Mean	18.2	12.16
Variance	127.1919192	59.73171717
Observations	100	100
Pooled Variance	93.46181818	
Hypothesized Mean Difference	0	
df	198	
t-Stat	4.417787561	
P(T<=t) one-tail	8.20067E-06	
t Critical one-tail	1.652585784	
P(T<=t) two-tail	1.64013E-05	
t Critical two-tail	1.972017432	

The table shows that t- calculated = 4.417787561 is higher than t-critical 1.652585784. Therefore null hypothesis is rejected and it may be concluded that there is significant difference in English writing skills of minority students due to locale variation.

The null hypothesis H_{04} is

H_{04} : There is no mean difference between scores of English writing skills of the primary level students due to management wise variation.

To test the above hypothesis t-test was done

Table 14: t-Test: Two-Sample Assuming Equal Variances

	Private	Govt.
Mean	17.59	13.83
Variance	136.0827273	98.64757576
Observations	100	100
Pooled Variance	117.3651515	
Hypothesized Mean Difference	0	
Df	198	
t Stat	2.454162215	
P(T<=t) one-tail	0.007492641	
t Critical one-tail	1.652585784	
P(T<=t) two-tail	0.014985281	
t Critical two-tail	1.972017432	

The table shows that t- calculated = 2.454162215 is higher than t-critical 1.652585784. Therefore, null hypothesis is rejected and it may be concluded that there is significant difference in English writing skills of minority students due to management variation.

Major findings of the study

The study reveals that

1. The scores of the English writing skills of minority students at primary level are not normally distributed.
2. There is no significant difference in English writing skills of minority students due to gender variation.
3. There is significant difference in English writing skills of minority students due to local variation.
4. There is significant difference in English writing skills of minority students due to management variation.

Educational implication and Recommendations

India is a multi-language and multi-cultural country the importance of English is so high for medium of communication.

The student who is competent in English may have advantage in higher education in this circumstance the government and Guardian and school should take necessary policy to solve this problem.

1. To change the old and outdated syllabus.
2. Incorporate listening class in syllabus.
3. To accommodate English cinema and cartoon for student in the school.
4. Government should increase access to computer and internet for online study.
5. Every school should have a language laboratory.
6. Teacher training should be organised every year.
7. Teachers should careful about joyful and effective learning.
8. School exchange program should introduce interstate level where English maybe medium of communication.
9. Sometime teacher exchange program should be occurred.
10. Guardian should have conscious of student

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