CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF RESULTS
The study undertaken was to assess the evaluation pattern of teachers among three schools, namely AMU Girls High School, Aligarh Public School and Iqra Public School in Aligarh. The classes which were observed were VIII and IX. This chapter provides an analysis and interpretation of results of the data collected and categorized as Assignment 1 and Assignment 2. Assignment 1 deals with the ongoing classroom assessment of selected four topics. Assignment 2 is on-the-spot essay given to the students. The first two sections (5.1 and 5.2) deal with descriptive analysis of Assignment 1 and Assignment 2 based on schools and classes. The third section (5.3) provides results emerging out of the application of ANOVA test and description statistics of marked and unmarked patterns of items used in Assignment 1. The fourth section (5.4) discusses results of ANOVA test and case summary of marked and unmarked items found in Assignment 2. The next section (5.5) shows comparative results. Section 5.6 deals with the analysis based on teachers’ questionnaire, while the last section (5.7) provides reflection on observation and data interpretation.

5.1 Descriptive Analysis of Assignment 1: Schools and Classes

5.1.1 Articles

5.1.1.1.a Incorrect choice of Articles (marked)

Regarding Article, out of the total 18 Incorrect Choice of Articles (Marked), IPS showed the highest 7 (38.9%) - 0(0.0%) in class VIII and 7 (38.9%) in class IX, while APS showed 6 (33.3%) - 5(27.8%) in class VIII and 1 (5.6%) in class IX. AMU showed the lowest 5 (27.8%), 2 (11.1%) in class VIII and 3 (16.7%) in class IX.
5.1.1.1.b Incorrect choice of Articles (unmarked)

Out of the total 22 Incorrect Choice of Articles (unmarked), again IPS showed the highest 11 (50.0%) - 6 (27.3%) in class VIII and 5 (22.7%) in class IX, while AMU followed with 8 (36.4%) - 1 (4.5%) in class VIII and 7 (31.8%) in class IX, whereas APS showed the lowest 3 (13.6%) - 1 (4.5%) in class VIII and 2 (9.1%) in class IX.

5.1.1.2.a Unnecessarily used articles (marked)

Out of the total 19 Unnecessarily Used Articles (marked), IPS showed the highest sum 10 (52.6%) - 3 (15.8%) in class VIII and 7 (36.8%) in class IX, while AMU showed 5 (26.3%) - 1 (5.3%) in class VIII and 4 (21.1%) in class IX followed by APS 4 (21.1%) - 3 (15.8%) in class VIII and 1 (5.3%) in class IX.

5.1.1.2.b Unnecessarily used articles (unmarked)

Out of the total 29 Unnecessarily Used Articles (unmarked), IPS showed the highest 17 (58.6%) - 1 (3.4%) in class VIII and 16 (55.2%) in class IX, while AMU showed 9 (31.0%) - 1 (3.4%) in class VIII and 8 (27.6%) in class IX, whereas APS showed the lowest 3 (10.3%) - 3 (10.3%) in class VIII and 0 (0.0%) in class IX.

5.1.1.3.a Omitted articles when needed (marked)

AMU showed the highest 23 (35.9%) - 8 (12.5%) in class VIII and 15 (23.4%) in class IX out of the total 64 Omitted Articles when Needed (Marked) followed by IPS 22 (34.4%) - 9 (14.1%) in class VIII and 13 (20.3%) in class IX followed by APS 19 (29.7%) - 4 (6.2%) in class VIII and 15 (23.4%) in class IX.

5.1.1.3.b Omitted articles when needed (unmarked)

Out of the total 161 Omitted Articles when Needed (unmarked), AMU showed the highest 87 (54.0%) - 16 (9.9%) in class VIII and 71 (44.1%) in class IX followed by IPS 50 (31.1%) - 17 (10.6%) in class VIII and 33 (20.5%) in class IX, while APS showed the lowest 24 (14.9%) - 1 (0.6%) in class VIII and 23 (14.3%) in class IX.
5.1.2 Nouns

5.1.2.1.a Singular / Plural confusion (marked)

Regarding Nouns, out of the total 106 Singular/ Plural Confusion (marked), IPS showed the highest 41 (38.7%) - 18 (17.0%) in class VIII and 23 (21.7%) in class IX followed by AMU 35 (33.0%) - 14 (13.2%) in class VIII and 21 (19.8%) in class IX, while APS showed the lowest 30 (28.3%) - 9 (8.5%) in class VIII and 21 (19.8%) in class IX.

5.1.2.1.b Singular / Plural confusion (unmarked)

Out of the total 334 Singular/ Plural Confusion (unmarked) AMU showed the highest 154 (46.1%) - 82 (24.6%) in class VIII and 72 (21.6%) in class IX followed by IPS 133 (39.8%) - 49 (14.7%), in class VIII and 84 (25.1%) in class IX, while APS showed the lowest 47 (14.1%) - 6 (1.8%) in class VIII and 41 (12.3%) in class IX.

5.1.2.2.a Omitted noun when needed (marked)

APS showed the highest 12 (41.4%) - 5 (17.2%) in class VIII and 7 (24.1%) in class IX out of the total 29 Omitted Noun when Needed (marked) followed by AMU 9 (31.0%) - 4 (13.8%) in class VIII and 5 (17.2%) in class IX followed by IPS 8 (27.6%) - 3 (10.3%) in class VIII and 5 (17.2%) in class IX.

5.1.2.2.b Omitted noun when needed (unmarked)

IPS showed the highest 9 (50.0%) - 5 (27.8%) in class VIII and 4 (22.2%) in class IX out of the total 18 Omitted Noun when Needed (unmarked) followed by AMU 5 (27.8%) - 2 (11.1%) in class VIII and 3 (16.7%) in class IX followed by APS 4 (22.2%) - 2 (11.1%) in class VIII and IX each.

5.1.3 Pronouns

5.1.3.1.a Lack of agreement with antecedent (marked)

Concerning the categories in Pronouns, out of the total 23 Lack of Agreement with Antecedent (marked) APS showed the highest 11 (47.8%) - 6 (26.1%) in class VIII and 5 (21.7%) in class IX, while AMU showed 7 (30.4%) - 0 (.0%) in class VIII and 7 (30.4%)
in class IX, whereas IPS showed 5 (21.7%) - 3 (13.0%) in class VIII and 2 (8.7%) in class IX.

5.1.3.1.b Lack of agreement with antecedent (unmarked)
Out of the total 16 Lack of Agreement with Antecedent (unmarked) AMU showed 7 (43.7%) - 2 (12.5%) in class VIII and 5 (31.2%) in class IX, whereas APS showed 5 (31.2%) - 2 (12.5%) in class VIII and 3 (18.7%) in class IX, while IPS showed 4 (25.0%) - 0 (.0%) in class VIII and 4 (25.0%) in class IX.

5.1.3.2.a Unnecessarily used pronoun (marked)
APS showed the highest 2 (66.7%) - 2 (66.7%) in class VIII and 0 (.0%) in class IX out of the total 3 Unnecessarily Used Pronoun (marked), while AMU showed 1 (33.3%) - 0 (.0%) in class VIII and 1 (33.3%) in class IX followed by IPS showed 0 (.0%) in both the classes i.e. class VIII and class IX.

5.1.3.2.b Unnecessarily used pronoun (unmarked)
AMU showed 4 (40.0%) - 1 (10.0%) in class VIII and 3 (30.0%) in class IX out of the total 10 Unnecessarily Used Pronoun (unmarked), whereas APS showed 4 (40.0%) - 1 (10.0%) in class VIII and 3 (30.0%) in class IX, while IPS showed lowest 2 (20.0%) - 1 (10.0%) in class VIII and class IX each.

5.1.3.3.a Omitted pronoun when needed (marked)
Out of the total 30 Omitted Pronoun when Needed (marked), AMU showed the highest 13 (43.3%) - 0 (0.0%) in class VIII and 13 (43.3%) in class IX followed by IPS 11 (36.7%) - 7 (23.3%) in class VIII and 4 (13.3%) in class IX followed by APS 6 (20.0%), 3 (10.0%) in both class VIII and class IX each.

5.1.3.3.b Omitted pronoun when needed (unmarked)
Out of the total 34 Omitted Pronoun when Needed (unmarked), IPS showed the highest 19 (55.9%) - 1 (2.9%) in class VIII and 18 (52.9%) in class IX followed by AMU 8
(23.5%) - 3 (8.8%) in class VIII and 5 (14.7%) in class IX followed by APS 7 (20.6%) - 3 (8.8%) in class VIII and 4 (11.8%) in class IX.

5.1.3.4.a Incorrect form of pronoun (marked)

Out of the total 60 Incorrect form of Pronoun (marked), AMU showed the highest 30 (50.0%) with 0 (0.0%) in class VIII and 30 (50.0%) in class IX followed by APS 18 (30.0%) - 3 (5.0%) in class VIII and 15 (25.0%) in class IX followed by IPS 12 (20.0%) - 3 (5.0%) in class VIII and 9 (15.0%) in class IX.

5.1.3.4.b Incorrect form of pronoun (unmarked)

Out of the total 34 Incorrect form of Pronoun (unmarked), AMU showed the highest 20 (58.8%) - 2 (5.9%) in class VIII and 18 (52.9%) in class IX followed by IPS 8 (23.5%), 4 (11.8%) in both class VIII and class IX each, whereas APS showed the lowest 6 (17.6%) - 4 (11.8%) in class VIII and 2 (5.9%) in class IX.

5.1.4 Auxiliary

5.1.4.1.a Incorrect choice of auxiliary (marked)

Analyzing Auxiliary, AMU showed the highest 60 (51.7%) - 2 (1.7%) in class VIII and 58 (50.0%) in class IX out of the total 116 Incorrect Choice of Auxiliary (marked) while APS followed with 37 (31.9%) - 12 (10.3%) in class VIII and 25 (21.6%) in class IX, whereas IPS showed the lowest 19 (16.4%) - 12 (10.3%) in class VIII and 7 (6.0%) in class IX.

5.1.4.1.b Incorrect choice of auxiliary (unmarked)

Again AMU showed the highest 48 (52.7%) - 2 (2.2%) in class VIII and 46 (50.5%) in class IX out of the total 91 Incorrect Choice of Auxiliary (unmarked), while APS showed 24 (26.4%) - 10 (11.0%) in class VIII and 14 (15.4%) in class IX, whereas IPS showed the lowest 19 (20.9%) - 7 (7.7%) in class VIII and 12 (13.2%) in class IX.
5.1.4.2.a Auxiliary unnecessarily used (marked)

APS showed the highest 21 (87.5%) - 17 (70.8%) in class VIII and 4 (16.7%) in class IX out of the total 24 Auxiliary Unnecessarily Used (marked), followed by IPS 3 (12.5%) - 3 (12.5%) in class VIII and 0 (.0%) in class IX followed by AMU 0 (.0%) in both class VIII and class IX each.

5.1.4.2.b Auxiliary unnecessarily used (unmarked)

Again APS showed the highest 9 (60.0%) - 8 (53.3%) in class VIII and 1 (6.7%) in class IX out of the total 15 Auxiliary Unnecessarily Used (unmarked), while AMU showed 4 (26.7%) - 0 (.0%) in class VIII and 4 (26.7%) in class IX, whereas IPS showed the lowest 2 (13.3%) - 1 (6.7%) in class VIII and class IX each.

5.1.4.3.a Auxiliary omitted when needed (marked)

Out of the total 54 Auxiliary Omitted when Needed (marked) AMU showed the highest 25 (46.3%) - 1 (1.9%) in class VIII and 24 (44.4%) in class IX followed by IPS 15 (27.8%) - 12 (22.2%) in class VIII and 3 (5.6%) in class IX followed by APS 14 (25.9%) - 8 (14.8%) in class VIII and 6 (11.1%) in class IX.

5.1.4.3.b Auxiliary omitted when needed (unmarked)

Out of the total 88 Auxiliary Omitted when Needed (unmarked) AMU showed the highest 41 (46.6%) - 11 (12.5%) in class VIII and 30 (34.1%) in class IX followed by IPS 32 (36.4%) - 19 (21.6%) in class VIII and 13 (14.8%) in class IX followed by APS 15 (17.0%) - 5 (5.7%) in class VIII and 10 (11.4%) in class IX.

5.1.5 Verb

5.1.5.1.a Incorrect verb form (marked)

Considering Verbs, Out of the total 216 Incorrect Verb Form (marked), AMU showed the highest 76 (35.2%) - 8 (3.7%) in class VIII and 68 (31.5%) in class IX, while APS showed 74 (34.3%) - 23 (10.6%) in class VIII and 51 (23.6%) in class IX, whereas IPS showed the lowest 66 (30.6%) - 23 (10.6%) in class VIII and 43 (19.9%) in class IX.
5.1.5.1.b Incorrect verb form (unmarked)

Out of the total 189 Incorrect Verb Form (unmarked), IPS showed the highest 86 (45.5%) - 14 (7.4%) in class VIII and 72 (38.1%) in class IX followed by AMU 65 (34.4%) - 15 (7.9%) in class VIII and 50 (26.5%) in class IX followed by APS 38 (20.1%) - 9 (4.8%) in class VIII and 29 (15.3%) in class IX.

5.1.5.2.a Incorrect verb choice (marked)

APS showed the highest 11 (61.1%) - 7 (38.9%) in class VIII and 4 (22.2%) in class IX out of the total 18 Incorrect Verb Choice (marked), whereas AMU followed with 7 (38.9%) - 0 (.0%) in class VIII and 7 (38.9%) in class IX, while IPS showed 0 (.0%) in both class VIII and class IX each.

5.1.5.2.b Incorrect verb choice (unmarked)

Again APS showed the highest 9 (69.2%) - 9 (69.2%) in class VIII and 0 (.0%) in class IX out of the total 13 Incorrect Verb Choice (unmarked) followed by IPS 3(23.1%) - 2(15.4%) in class VIII and 1(7.7%) in class IX followed by AMU 1(7.7%) - 0(.0%) in class VIII and 1(7.7%) in class IX.

5.1.5.3.a Verb omitted when needed (marked)

Out of the total 12 Verb Omitted when Needed (marked), both APS and IPS showed same sum 5 (41.7%) each. However, APS showed 5 (41.7%) in class VIII and 0 (.0%) in class IX, whereas IPS showed 3 (25.0%) in class VIII and 2 (16.7%) in class IX. AMU, on the other hand, showed the lowest 2(16.7%) - 1 (8.3%) in both class VIII and IX each.

5.1.5.3.b Verb omitted when needed (unmarked)

Out of the total 27 Verb Omitted when Needed (unmarked), AMU showed the highest 11 (40.7%) - 7 (25.9%) in class VIII and 4 (14.8%) in class IX, while APS followed with 9 (33.3%) - 6 (22.2%) in class VIII and 3 (11.1%) in class IX followed by IPS 7 (25.9%) - 2 (7.4%) in class VIII and 5 (18.5%) in class IX.
5.1.6 Basic Sentence Structure

5.1.6.1.a Incorrect Syntax (marked)
IPS showed the highest 11 (47.8%) - 6 (26.1%) in class VIII and 5 (21.7%) in class IX out of the total 23 Incorrect Sentence Structure (marked), while APS followed with 9 (39.1%) - 7(30.4%) in class VIII and 2 (8.7%) in class IX followed by AMU 3 (13.0%) - 2(8.7%) in class VIII and 1 (4.3%) in class IX.

5.1.6.1.b Incorrect Syntax (unmarked)
APS showed the highest 7 (41.2%) - 5 (29.4%) in class VIII and 2 (11.8%) in class IX out of the total 17 Incorrect Sentence Structure (unmarked), followed by IPS 6 (35.3%) - 4 (23.5%) in class VIII and 2 (11.8%) in class IX followed by AMU 4 (23.5%) - 1 (5.9%) in class VIII and 3 (17.6%) in class IX.

5.1.6.2.a Incorrect subordinate clause (marked)
AMU showed the highest 18 (41.9%) - 8 (18.6%) in class VIII and 10 (23.3%) in class IX out of the total 43 Incorrect Subordinate Clause (marked), while IPS followed with 17 (39.5%) - 13 (30.2%) in class VIII and 4 (9.3%) in class IX, whereas APS showed the lowest 8 (18.6%) - 3 (7.0%) in class VIII and 5 (11.6%) in class IX.

5.1.6.2.b Incorrect subordinate clause (unmarked)
AMU showed the highest 11 (40.7%) - 6 (22.2%) in class VIII and 5 (18.5%) in class IX out of the total 27 Incorrect Subordinate Clause (unmarked), while both APS and IPS showed same sum 8 (29.6%) each. Also, both the schools showed same sum in both the classes as well i.e., 4 (14.8%) in class VIII and IX each.

5.1.7 Sentence Types

5.1.7.1 Simple sentences
Analyzing Sentence Types, out of the total 6024 Simple Sentences produced, AMU showed highest number of simple sentences i.e. 2231(37.0%) - 1239 (20.6%) in class VIII and 992 (16.5%) in class IX, while IPS followed with 1970 (32.7%) - 1035 (17.2%)
in class VIII and 935 (15.5%) in class IX followed by APS 1823 (30.3%) - 863 (14.3%)
in class VIII and 960 (15.9%) in class IX.

5.1.7.2 Compound sentences

AMU produced the highest number of Compound Sentences 1007 (35.1%) - 394
(13.8%) in class VIII and 613 (21.4%) in class IX out of the total 2865 Compound
Sentences followed by IPS 934 (32.6%) - 444 (15.5%) in class VIII and 490 (17.1%) in
class IX followed by APS 924 (32.3%) - 513 (17.9%) in class VIII and 411 (14.3%) in
class IX.

5.1.7.3 Complex sentences

Out of the total 5253 Complex Sentences produced, again AMU showed the highest
1801 (34.3%) - 837 (15.9%) in class VIII and 964 (18.4%) in class IX followed by 1776
(33.8%) in APS - 763 (14.5%) in class VIII and 1013 (19.3%) in class IX followed by
1676 (31.9%) in IPS - 694 (13.2%) in class VIII and 982 (18.7%) in class IX.

5.1.8 Incomplete Sentences

5.1.8.1.3 Omission of subject (marked)

Analyzing Incomplete Sentences, out of the total 22 Omission of Subject (marked), APS
showed 8 (36.4%) - 6 (27.3%) in class VIII and 2 (9.1%) in class IX. AMU showed 7
(31.8%) - 5 (22.7%) in class VIII and 2 (9.1%) in class IX, while IPS also showed 7
(31.8%) - 0 (0.0%) in class VIII and 7 (31.8%) in class IX.

5.1.8.1.b Omission of subject (unmarked)

Out of the total 15 Omission of Subject (unmarked), all the three schools showed the
same sum i.e. 5 (33.3%) each. Class wise, AMU showed 4 (26.7%) in class VIII and 1
(6.7%) in class IX while APS showed 0 (.0%) in class VIII and 5 (33.3%) in class IX.
And IPS showed 1 (6.7%) in class VIII and 4 (26.7%) in class IX.
5.1.8.2.a Omission of Prepositional Phrase (marked)
Out of the total 15 Omission of Prepositional Phrase (marked), APS showed the highest 10 (66.7%) - 6 (40.0%) in class VIII and 4 (26.7%) in class IX, while IPS followed with 3 (20.0%) - 1 (6.7%) in class VIII and 2 (13.3%) in class IX, whereas AMU showed lowest 2 (13.3%) - 0 (.0%) in class VIII and 2 (13.3%) in class IX.

5.1.8.2.b Omission of Prepositional Phrase (unmarked)
Out of the total 10 Omission of Prepositional Phrase (unmarked), IPS showed the highest 5 (50.0%) - 2 (20.0%) in class VIII and 3 (30.0%) in class IX, while APS followed with 3 (30.0%) - 3 (30.0%) in class VIII and 0 (.0%) in class IX, whereas AMU showed the lowest 2 (20.0%) - 1 (10.0%) in class VIII and IX each.

5.1.8.3.a Omission of noun phrase (marked)
AMU showed highest 11 (50.0%) - 1 (4.5%) in class VIII and 10 (45.5%) in class IX out of the total 22 Omission of Noun Phrase (marked), while IPS followed with 7 (31.8%) - 4 (18.2%) in class VIII and 3 (13.6%) in class IX. And APS showed the lowest 4 (18.2%) - 3 (13.6%) in class VIII and 1 (4.5%) in class IX.

5.1.8.3.b Omission of noun phrase (unmarked)
IPS showed the highest 6 (54.5%) - 1 (9.1%) in class VIII and 5 (45.5%) in class IX out of the total 11 Omission of Noun Phrase (unmarked) followed by APS 3 (27.3%) - 2 (18.2%) in class VIII and 1 (9.1%) in class IX followed by AMU 2 (18.2%) - 1 (9.1%) in both the classes i.e. class VIII and class IX each.

5.1.9 Coordination

5.1.9.1.a Incorrect choice of coordination (marked)
Analyzing Coordination, APS showed the highest 21 (52.5%) - 15 (37.5%) in class VIII and 6 (15.0%) in class IX, out of the total 40 Incorrect Choice of Coordination (marked). AMU followed with 12 (30.0%) - 7 (17.5%) in class VIII and 5 (12.5%) in class IX. IPS showed the lowest 7 (17.5%) - 4 (10.0%) in class VIII and 3 (7.5%) in class IX.
5.1.9.1.b Incorrect choice of coordination (unmarked)
AMU showed the highest 9 (39.1%) - 4 (17.4%) in class VIII and 5 (21.7%) in class IX, 
out of the total 23 Incorrect Choice of Coordination (unmarked), while IPS followed 
with 8 (34.8%) - 2 (8.7%) in class VIII and 6 (26.1%) in class IX. And APS showed the 
lowest 6 (26.1%) - 1 (4.3%) in class VIII and 5 (21.7%) in class IX.

5.1.9.2.a Omitted coordination when needed (marked)
Out of the total 56 Omitted Coordination when Needed (marked), IPS showed the 
highest 28 (50.0%) - 11 (19.6%) in class VIII and 17 (30.4%) in class IX, while APS 
followed with 16 (28.6%) - 11 (19.6%) in class VIII and 5 (8.9%) in class IX, whereas 
AMU showed the lowest 12 (21.4%) - 2 (3.6%) in class VIII and 10 (17.9%) in class IX.

5.1.9.2.b Omitted coordination when needed (unmarked)
Out of the total 77 Omitted Coordination when Needed (unmarked), IPS showed the 
highest 45 (58.4%) - 4 (5.2%) in class VIII and 41 (53.2%) in class IX. AMU followed 
with 25 (32.5%) - 3 (3.9%) in class VIII and 22 (28.6%) in class IX. And APS showed 
the lowest 7 (9.1%) - 1 (1.3%) in class VIII and 6 (7.8%) in class IX.

5.1.9.3.a Unnecessary repetition of coordination (marked)
Out of the total 12 Unnecessary Repetition of Coordination (marked), both AMU and 
IPS showed same sums i.e. 5 (41.7%) each. However, AMU showed 3 (25.0%) in class 
VIII and 2 (16.7%) in class IX, while IPS showed 4 (33.3%) in class VIII and 1 (8.3%) 
in class IX. On the other side, APS showed the lowest 2 (16.7%) - 2 (16.7%) in class 
VIII and 0 (.0%) in class IX.

5.1.9.3.b Unnecessary repetition of coordination (unmarked)
Out of the total 12 Unnecessary Repetition of Coordination (unmarked), AMU showed 
the highest 7 (58.3%) - 5 (41.7%) in class VIII and 2 (16.7%) in class IX, while APS 
followed with 3 (25.0%) - 3 (25.0%) in class VIII and 0 (.0%) in class IX, whereas IPS 
showed the lowest 2 (16.7%) - 2 (16.7%) in class VIII and 0 (.0%) in class IX.
5.1.10 Capitalization

5.1.10.1.a The first word in a sentence not capitalized (marked)

Analyzing Capitalization, out of the total 93 The First Word in a Sentence not Capitalized (marked), APS showed the highest 38 (40.9%) - 28 (30.1%) in class VIII and 10 (10.8%) in class IX, while IPS followed with 30 (32.3%) - 14 (15.1%) in class VIII and 16 (17.2%) in class IX, whereas AMU showed the lowest 25 (26.9%) - 4 (4.3%) in class VIII and 21 (22.6%) in class IX.

5.1.10.1.b The first word in a sentence not capitalized (unmarked)

Out of the total 136 The First Word in a Sentence not Capitalized (unmarked), AMU showed the highest 77 (56.6%) - 24 (17.6%) in class VIII and 53 (39.0%) in class IX, while IPS followed with 34 (25.0%) - 5 (3.7%) in class VIII and 29 (21.3%) in class IX, whereas APS showed the lowest 25 (18.4%) - 10 (7.4%) in class VIII and 15 (11.0%) in class IX.

5.1.10.2.a The pronoun ‘I’ not capitalized (marked)

Out of the total 12 The Pronoun “I” not Capitalized (marked), APS showed the highest 5 (41.7%) - 5 (41.7%) in class VIII and 0 (0.0%) in class IX, while IPS followed with 4 (33.3%) - 2 (16.7%) in class VIII and IX each, whereas AMU showed 3 (25.0%) - 0 (0.0%) in class VIII and 3 (25.0%) in class IX.

5.1.10.2.b The pronoun ‘I’ not capitalized (unmarked)

Out of the total 7 The Pronoun “I” not Capitalized (unmarked), IPS showed the highest 4 (57.1%) - 1 (14.3%) in class VIII and 3 (42.9%) in class IX, while APS followed with 3 (42.9%) - 3 (42.9%) in class VIII and 0 (0.0%) in class IX, whereas AMU showed 0 (0.0%) in both the classes.

5.1.10.3.a Proper noun not capitalized (marked)

IPS showed the highest 58 (46.8%) - 19 (15.3%) in class VIII and 39 (31.5%) in class IX out of the total 124 Proper Noun not Capitalized (marked). APS followed with 40
(32.3%) - 17 (13.7%) in class VIII and 23 (18.5%) in class IX, while AMU showed the lowest 26(21.0%) - 20(16.1%) in class VIII and 6(4.8%) in class IX.

5.1.10.3.b Proper noun not capitalized (unmarked)
IPS showed the highest 79(45.9%) - 42(24.4%) in class VIII and 37(21.5%) in class IX out of the total 172 Proper Noun not Capitalized (unmarked), AMU followed with 67(39.0%) - 37(21.5%) in class VIII and 30(17.4%) in class IX, while APS showed the lowest 26(15.1%) - 10(5.8%) in class VIII and 16(9.3%) in class IX.

5.1.10.4.a Words in a sentence and title not capitalized (marked)
AMU showed the highest 24(44.4%) - 14(25.9%) in class VIII and 10 (18.5%) in class IX, out of the total 54 Words in a Sentence and Title not Capitalized (marked). IPS followed with 18(33.3%) - 6(11.1%) in class VIII and 12(22.2%) in class IX. APS showed the lowest 12(22.2%) - 11(20.4%) in class VIII and 1(1.9%) in class IX.

5.1.10.4.b Words in a sentence and title not capitalized (unmarked)
IPS showed the highest 52(59.8%) - 24(27.6%) in class VIII and 28(32.2%) in class IX, out of the total 87 Words in a Sentence and Title not Capitalized (unmarked). AMU followed with 18(20.7%) - 6(6.9%) in class VIII and 12(13.8%) in class IX. Whereas APS showed 17(19.5%) - 10(11.5%) in class VIII and 7(8.0%) in class IX.

5.1.10.5.a Overuse of capitalization (marked)
Out of the total 44 Overuse of Capitalization (marked), APS showed the highest 23(52.3%) - 7(15.9%) in class VIII and 16(36.4%) in class IX. IPS followed with 15(34.1%) - 6(13.6%) in class VIII and 9(20.5%) in class IX, while AMU showed the lowest 6(13.6%) - 2(4.5%) in class VIII and 4(9.1%) in class IX.

5.1.10.5.b Overuse of capitalization (unmarked)
Out of the total 117 Overuse of Capitalization (unmarked), AMU showed the highest 52(44.4%) - 14(12.0%) in class VIII and 38(32.5%) in class IX, whereas IPS showed
48(41.0%) - 30(25.6%) in class VIII and 18(15.4%) in class IX, while APS showed the lowest 17(14.5%) - 0(0.0%) in class VIII and 17(14.5%) in class IX.

5.1.11 Punctuation

5.1.11.1.a Omitted period at the end of a sentence (marked)

Out of the total 46 Omitted Period at the End of a Sentence (marked), APS showed the highest 35 (76.1%) - 32 (69.6%) in class VIII and 3 (6.5%) in class IX, whereas IPS showed 7 (15.2%) - 4 (8.7%) in class VIII and 3 (6.5%) in class IX followed by AMU 4 (8.7%) - 1(2.2%) in class VIII and 3 (6.5%) in class IX.

5.1.11.1.b Omitted period at the end of a sentence (unmarked)

Out of the total 187 Omitted Period at the End of a Sentence (unmarked), IPS showed the highest 83(44.4%) - 46 (24.6%) in class VIII and 37 (19.8%) in class IX, whereas AMU followed with 76 (40.6%) - 18 (9.6%) in class VIII and 58 (31.0%) in class IX, while APS followed with 28 (15.0%) - 5 (2.7%) in class VIII and 23 (12.3%) in class IX.

5.1.11.2.a Omitted period at the end of abbreviation (marked)

APS showed the highest 14 (87.5%) - 2 (12.5%) in class VIII and 12 (75.0%) in class IX, out of the total 16 Omitted Period at the End of Abbreviation (marked). AMU followed with 2 (12.5%) - 0(.0%) in class VIII and 2 (12.5%) in class IX, while IPS showed the lowest 0 (.0%) in both class VIII and IX each.

5.1.11.2.b Omitted period at the end of abbreviation (unmarked)

Again APS showed the highest 18 (46.2%) - 5 (12.8%) in class VIII and 13 (33.3%) in class IX, out of the total 39 Omitted Period at the End of Abbreviation (unmarked), while AMU showed 16 (41.0%) - 14 (35.9%) in class VIII and 2 (5.1%) in class IX, whereas IPS showed the lowest 5 (12.8%) - 5 (12.8%) in class VIII and 0 (.0%) in class IX.

5.1.11.3.a Omitted question mark (marked)

Out of the total 17 Omitted Question Mark (marked), APS showed the highest 9 (52.9%) - 5 (29.4%) in class VIII and 4 (23.5%) in class IX, while AMU showed 6 (35.3%) - 3
(17.6%) in class VIII and class IX each, whereas IPS showed the lowest 2 (11.8%) - 2 (11.8%) in class VIII and 0 (.0%) in class IX.

5.1.11.3.b Omitted question mark (unmarked)

Out of the total 74 Omitted Question Mark (unmarked), AMU showed the highest 32 (43.2%) - 17 (23.0%) in class VIII and 15 (20.3%) in class IX, whereas APS followed with 24 (32.4%) - 4 (5.4%) in class VIII and 20 (27.0%) in class IX, while IPS showed the lowest 18 (24.3%) - 11 (14.9%) in class VIII and 7 (9.5%) in class IX.

5.1.11.4.a Omitted exclamatory mark (marked)

Out of the total 6 Omitted Exclamatory Mark (marked), APS showed the highest 4 (66.7%) - 4 (66.7%) in class VIII and 0 (.0%) in class IX, while IPS showed 2 (33.3%) - 0(.0%) in class VIII and 2 (33.3%) in class IX, whereas AMU showed 0 (.0%) in both class VIII and class IX each.

5.1.11.4.b Omitted exclamatory mark (unmarked)

Out of the total 7 Omitted Exclamatory Mark (unmarked), both AMU and IPS showed the same sum i.e. 2 (28.6%) each - 2 (28.6%) in class VIII and 0 (.0%) in class IX in both the schools. APS, on the other hand, showed 3 (42.9%) - 3 (42.9%) in class VIII and 0 (.)% in class IX.

5.1.11.5.a Omitted comma (marked)

IPS showed the highest 23 (47.9%) - 8(16.7%) in class VIII and 15 (31.2%) in class IX out of the total 48 Omitted Comma (marked), whereas APS followed with 15 (31.3%) - 6 (12.5%) in class VIII and 9 (18.8%) in class IX, while AMU showed 10 (20.8%) - 1 (2.1%) in class VIII and 9 (18.8%) in class IX.

5.1.11.5.b Omitted comma (unmarked)

IPS showed the highest 73 (40.8%) - 10 (5.6%) in class VIII and 63 (35.2%) in class IX, out of the total 179 Omitted Comma (unmarked), while AMU followed with 69 (38.5%)
- 44 (24.6%) in class VIII and 25 (14.0%) in class IX, whereas APS showed the lowest 37 (20.7%) - 12 (6.7%) in class VIII and 25 (14.0%) in class IX.

5.1.11.6.a Omitted quotation marks in direct speech (marked)
Out of the total 17 Omitted Quotation Marks in Direct Speech (marked), APS showed the highest 11 (64.7%) - 11 (64.7%) in class VIII and 0 (.0%) in class IX, while AMU showed 5 (29.4%) - 3 (17.6%) in class VIII and 2 (11.8%) in class IX, whereas IPS showed 1 (5.9%) - 0 (.0%) in class VIII and 1 (5.9%) in class IX.

5.1.11.6.b Omitted quotation marks in direct speech (unmarked)
Out of the total 54 Omitted Quotation Marks in Direct Speech (unmarked), AMU showed the highest sum 26(48.1%) - 20(37.0%) in class VIII and 6(11.1%) in class IX, while IPS showed 23(42.6%) - 16(29.6%) in class VIII and 7(13.0%) in class IX, whereas APS showed the lowest 5(9.3%) - 4(7.4%) in class VIII and 1(1.9%) in class IX.

5.1.11.7.a Overuse of punctuation (marked)
APS showed the highest 17(70.8%) - 13(54.2%) in class VIII and 4(16.7%) in class IX out of total 24 Overuse of Punctuation (marked) while IPS showed 5(20.8%) - 1(4.2%) in class VIII and 4(16.7%) in class IX, whereas AMU showed lowest 2(8.3%) - 0(.0%) in class VIII and 2(8.3%) in class IX.

5.1.11.7.b Overuse of punctuation (unmarked)
AMU showed the highest 50(48.5%) - 24(23.3%) in class VIII and 26(25.2%) in class IX, out of the total 103 Overuse of Punctuation (unmarked), while IPS showed 29(28.2%) - 17(16.5%) in class VIII and 12(11.7%) in class IX, whereas APS showed 24(23.3%) - 8(7.8%) in class VIII and 16(15.5%) in class IX.

5.1.11.8.a Apostrophe not used (marked)
Out of the total 18 Apostrophe not Used (marked), IPS showed the highest 9(50.0%) - 2(11.1%) in class VIII and 7(38.9%) in class IX, while APS followed with 7(38.9%) -
4(22.2%) in class VIII and 3(16.7%) in class IX, whereas AMU showed the lowest 
2(11.1%) - 2(11.1%) in class VIII and 0(0%) in class IX.

5.1.11.8.b Apostrophe not used (unmarked)

Out of the total 75 Apostrophe not Used (unmarked), IPS showed the highest 38(50.7%) 
- 5(6.7%) in class VIII and 33(44.0%) in class IX, while AMU followed with 25(33.3%) 
- 19(25.3%) in class VIII and 6(8.0%) in class IX. APS showed the lowest 12(16.0%) - 
4(5.3%) in class VIII and 8(10.7%) in class IX.

5.1.12 Vocabulary

5.1.12.1.a Incorrect word choice (marked)

Regarding categories in vocabulary, out of the total 117 Incorrect Word Choice 
(marked), IPS showed the highest 49(41.9%) - 21(17.9%) in class VIII and 28(23.9%) in 
class IX, while APS followed with 38(32.5%) -21(17.9%) in class VIII and 17(14.5%) in 
class IX, whereas AMU showed the lowest 30(25.6%) - 3(2.6%) in class VIII and 
27(23.1%) in class IX.

5.1.12.1.b Incorrect word choice (unmarked)

Out of the total 151 Incorrect Word Choice (unmarked), IPS again showed highest 
63(41.7%) - 22(14.6%) in class VIII and 41(27.2%) in class IX, while AMU showed 
48(31.8%) - 9(6.0%) in class VIII and 39(25.8%) in class IX, whereas APS showed 
40(26.5%) - 22(14.6%) in class VIII and 18(11.9%) in class IX.

5.1.12.2.a Wrong word formation (marked)

IPS showed the highest 21(53.8%) - 9(23.1%) in class VIII and 12(30.8%) in class IX 
out of the total 39 Wrong Word Formation (marked), while APS showed 12(30.8%) - 
10(25.6%) in class VIII and 2(5.1%) in class IX, whereas AMU showed the lowest 
6(15.4%) - 4(10.3%) in class VIII and 2(5.1%) in class IX.
5.1.12.2.b Wrong word formation (unmarked)

Again IPS showed the highest 18(52.9%) - 12(35.3%) in class VIII and 6(17.6%) in class IX out of the total 34 Wrong Word Formation (unmarked), while APS followed with 9(26.5%) - 6(17.6%) in class VIII and 3(8.8%) in class IX, whereas AMU showed the lowest 7(20.6%) - 3(8.8%) in class VIII and 4(11.8%) in class IX.

5.1.13 Preposition

5.1.13.1.a Incorrect choice of preposition (marked)

Regarding Prepositions, out of the total 13 Incorrect Choice of Preposition (marked), both AMU and IPS showed 5(38.5%). However, AMU showed 1(7.7%) in class VIII and 4(30.8%) in class IX, whereas IPS showed 3(23.1%) in class VIII and 2(15.4%) in class IX. APS showed 3(23.1%) - 3(23.1%) in class VIII and 0(0.0%) in class IX.

5.1.13.1.b Incorrect choice of preposition (unmarked)

Out of the total 19 Incorrect Choice of Preposition (unmarked), IPS showed the highest 9(47.4%) - 4(21.1%) in class VIII and 5(26.3%) in class IX, whereas AMU showed 6(31.6%) - 0(0.0%) in class VIII and 6(31.6%) in class IX, while APS showed the lowest 4(21.1%) - 4(21.1%) in class VIII and 0(0.0%) in class IX.

5.1.13.2.a Omitted preposition when needed (marked)

Out of the total 27 Omitted Preposition when Needed (marked), AMU showed the highest 10(37.0%) - 4(14.8%) in class VIII and 6(22.2%) in class IX, while APS followed with 9(33.3%) - 4(14.8%) in class VIII and 5(18.5%) in class IX, whereas IPS showed the lowest 8(29.6%) - 4(14.8%) in class VIII and IX each.

5.1.13.2.b Omitted preposition when needed (unmarked)

Out of the total 41 Omitted Preposition when Needed (unmarked), AMU showed the highest 19(46.3%) - 2(4.9%) in class VIII and 17(41.5%) in class IX, while IPS showed 16(39.0%) - 1(2.4%) in class VIII and 15(36.6%) in class IX, whereas APS showed 6(14.6%) - 1(2.4%) in class VIII and 5(12.2%) in class IX.
5.1.13.3.a Preposition used unnecessarily (marked)

Out of the total 6 Preposition Used Unnecessarily (marked), IPS showed the highest 4(66.7%) - 1(16.7%) in class VIII and 3(50.0%) in class IX. AMU showed 1(16.7%) - 0(0.0%) in class VIII and 1(16.7%) in class IX, whereas APS also showed 1(16.7%) but 1(16.7%) in class VIII and 0(0.0%) in class IX.

5.1.13.3.b Preposition used unnecessarily (unmarked)

Out of the 8 Preposition Used Unnecessarily (unmarked), IPS showed 5(62.5%) - 1(12.5%) in class VIII and 4(50.0%) in class IX, while APS showed 3(37.5%) - 1(12.5%) in class VIII and 2(25.0%) in class IX, whereas AMU showed 0(0.0%) in class VIII and IX each.

5.1.14 Spelling

5.1.14.1.a Wrong spelling (marked)

Analyzing Spelling, out of the total 374 Wrong Spelling (marked), IPS showed the highest 160(42.8%) - 59(15.8%) in class VIII and 101(27.0%) in class IX, while APS followed with 119 (31.8%) - 59(15.8%) in class VIII and 60(16.0%) in class IX, whereas AMU showed 95(25.4%) - 41 (11.0%) in class VIII and 54 (14.4%) in class IX.

5.1.14.1.b Wrong spelling (unmarked)

Out of the total 645 Wrong Spelling (unmarked), IPS showed 265(41.1%) - 77(11.9%) in class VIII and 188(29.1%) in class IX, while AMU followed with 219 - 74(11.5%) in class VIII and 145(22.5%) in class IX, whereas APS showed lowest 161(25.0%) - 77(11.9%) in class VIII and 84(13.0%) in class IX.

5.1.15 Concord

5.1.15.1.a No Subject-Verb agreement (marked)

Analyzing concord, AMU showed the highest 15(53.6%) - 6(21.4%) in class VIII and 9(32.1%) in class IX, out of the total 28 No Subject – Verb Agreement (marked), while
APS followed with 7(25.0%) - 2(7.1%) in class VIII and 5(17.9%) in class IX, whereas IPS showed the lowest 6(21.4%) - 2(7.1%) in class VIII and 4(14.3%) in class IX.

5.1.15.1.b No Subject-Verb agreement (unmarked)

Again AMU showed the highest 73 (67.6%) - 2(1.9%) in class VIII and 71 (65.7%) in class IX, out of the total 108 No Subject-Verb Agreement (unmarked), while APS showed 18 (16.7%) - 13 (12.0%) in class VIII and 5 (4.6%) in class IX, whereas IPS showed the lowest 17 (15.7%) - 13 (12.0%) in class VIII and 4 (3.7%) in class IX.

5.1.16 Word Omission

5.1.16.1.a Omitted word in a sentence (marked)

Considering Word Omission, IPS showed the highest 36 (41.4%) - 20 (23.0%) in class VIII and 16 (18.4%) in class IX out of the total 87 Omitted Word in a Sentence (marked), while APS followed with 26 (29.9%) - 20 (23.0%) in class VIII and 6 (6.9%) in class IX, whereas AMU showed the lowest 25 (28.7%) - 4 (4.6%) in class VIII and 21 (24.1%) in class IX.

5.1.16.1.b Omitted word in a sentence (unmarked)

IPS again showed the highest 29 (36.7%) - 13 (16.5%) in class VIII and 16 (20.3%) in class IX out of the total 79 Omitted Word in a Sentence (unmarked), while AMU followed with 27 (34.2%) - 9 (11.4%) in class VIII and 18 (22.8%) in class IX, whereas APS showed 23 (29.1%) - 13 (16.5%) in class VIII and 10 (12.7%) in class IX.

5.1.17 Unclear Idea

5.1.17.1.a Unclear idea (marked)

In the last category, Unclear Idea, out of the total 13 Unclear Idea (marked), APS showed 6 (46.2%) - 4 (30.8%) in class VIII and 2 (15.4%) in class IX followed by IPS 5(38.5%) - 4 (30.8%) in class VIII and 1 (7.7%) in class IX, followed by AMU 2 (15.4%) - 2 (15.4%) in class VIII and 0 (.0%) in class IX.
5.1.17.1.b Unclear idea (unmarked)

Out of the total 13 Unclear Idea (unmarked), IPS showed the highest 6 (46.2%) - 1 (7.7%) in class VIII and 5 (38.5%) in class IX, while APS followed with 5 (38.5%) - 1 (7.7%) in class VIII and 4 (30.8%) in class IX, whereas AMU showed the lowest 2 (15.4%) - 0 (.0%) in class VIII and 2 (15.4%) in class IX.

5.2 Descriptive Analysis of Assignment 2: Schools and Classes

5.2.1 Articles

5.2.1.1.a Incorrect choice of articles (marked)

All the three schools showed 0 (.0%) incorrect choice of article (marked) in both the classes.

5.2.1.1.b Incorrect choice of articles (unmarked)

Out of the total 8 Incorrect Choice of Articles (unmarked), APS showed the highest 4 (50.0%) - 3 (37.5%) in class VIII and 1 (12.5%) in class IX, while AMU followed with 3 (37.5%) - 2 (25.0%) in class VIII and 1 (12.5%) in class IX, whereas IPS showed 1 (12.5%) - 0 (.0%) in class VIII and 1 (12.5%) in class IX.

5.2.1.2.a Unnecessarily used article (marked)

Out of the 11 Unnecessarily used Articles (marked), AMU showed 7 (63.6%) - 5 (45.5%) in class VIII and 2 (18.2%) in class IX, while APS showed 2 (18.2%) - 2 (18.2%) in class VIII and 0 (.0%) in class IX. IPS too showed 2 (18.2%) - 1 (9.1%) in class VIII and class IX each.

5.2.1.2.b Unnecessarily used article (unmarked)

Out of the total 10 Unnecessarily Used Article (unmarked), IPS showed the highest 5 (50.0%) - 4 (40.0%) in class VIII and 1 (10.0%) in class IX, while APS showed 3 (30.0%) - 0 (.0%) in class VIII and 3 (30.0%) in class IX, whereas AMU showed 2 (20.0%) - 1 (10.0%) in class VIII and class IX each.
5.2.1.3.a Omitted articles when needed (marked)
AMU showed the highest 19 (47.5%) - 11 (27.5%) in class VIII and 8 (20.0%) in class IX out of the total 40 Omitted Articles when Needed (marked), while IPS followed with 15 (37.5%) - 8 (20.0%) in class VIII and 7 (17.5%) in class IX, whereas APS showed 6 (15.0%) - 0 (.0%) in class VIII and 6 (15.0%) in class IX.

5.2.1.3.b Omitted articles when needed (unmarked)
AMU showed the highest 20 (40.8%) - 20 (40.8%) in class VIII and 0 (.0%) in class IX out of the total 49 Omitted Articles when Needed (unmarked), while IPS followed with 19 (38.8%) - 10 (20.4%) in class VIII and 9 (18.4%) in class IX, whereas APS showed the lowest 10 (20.4%) - 2 (4.1%) in class VIII and 8 (16.3%) in class IX.

5.2.2 Nouns
5.2.2.1.a Singular /Plural Confusion (marked)
Regarding categories in Nouns, AMU showed the highest 26 (50.0%) - 19 (36.5%) in class VIII and 7 (13.5%) in class IX out of the total 52 Singular/ Plural Confusion (marked), while APS followed with 19 (36.5%) - 5 (9.6%) in class VIII and 14 (26.9%) in class IX, whereas IPS showed 7 (13.5%) - 5 (9.6%) in class VIII and 2 (3.8%) in class IX.

5.2.2.1.b Singular /Plural Confusion (unmarked)
IPS showed the highest 46 (53.5%) - 30 (34.9%) in class VIII and 16 (18.6%) in class IX out of the total 86 Singular/ Plural Confusion (unmarked), while AMU showed 27 (31.4%) - 25 (29.1%) in class VIII and 2 (2.3%) in class IX, whereas APS showed 13 (15.1%) - 5 (5.8%) in class VIII and 8 (9.3%) in class IX.

5.2.2.2.a Omitted noun when needed (marked)
Out of the total 14 Omitted Noun when Needed (marked), AMU showed the highest 7 (50.0%) - 4 (28.6%) in class VIII and 3 (21.4%) in class IX, while APS showed 5
(35.7%), 3 (21.4%) in class VIII and 2 (14.3%) in class IX. IPS showed 2 (14.3%) - 1 (7.1%) in class VIII and IX each.

5.2.2.2.b Omitted noun when needed (unmarked)

Out of the total 17 Omitted Noun when Needed (unmarked), AMU showed the highest 9 (52.9%) - 4 (23.5%) in class VIII and 5 (29.4%) in class IX, while IPS followed with 5 (29.4%) - 1 (5.9%) in class VIII and 4 (23.5%) in class IX, whereas APS showed the lowest 3 (17.6%) - 0(.0%) in class VIII and 3 (17.6%) in class IX.

5.2.3 Pronouns

5.2.3.1.a Lack of agreement with antecedent (marked)

Considering Pronoun, out of the total 9 Lack of Agreement with Antecedent (marked), both AMU and APS showed the same sum 4 (44.4%) each. However, class VIII showed 1 (11.1%) and class IX showed 3 (33.3%) in AMU, whereas APS showed 4 (44.4%) in class VIII and 0 (.0%) in class IX. IPS, on the other hand, showed the lowest 1 (11.1%) - 1(11.1%) in class VIII and 0 (.0%) in class IX.

5.2.3.1.b Lack of agreement with antecedent (unmarked)

Out of the total 6 Lack of Agreement with Antecedent (unmarked), IPS showed 4 (66.7%) - 3 (50.0%) in class VIII and 1 (16.7%) in class IX, whereas both AMU and APS showed the same sum i.e. 1 (16.7%) each. However, AMU showed 0 (.0%) in class VIII and 1 (16.7%) in class IX, while APS showed 1 (16.7%) in class VIII and 0 (.0%) in class IX.

5.2.3.2.a Unnecessarily used pronoun (marked)

Out of the total 6 Unnecessarily Used Pronoun (marked), AMU showed the highest 5 (83.3%) - 0(.0%) in class VIII and 5 (83.3%) in class IX, whereas APS showed 1 (16.7%) - 1 (16.7%) in class VIII and 0 (.0%) in class IX, while IPS showed 0 (.0%) in class VIII and IX each.
5.2.3.2.b Unnecessarily used pronoun (unmarked)

Out of the total 3 Unnecessarily Used Pronoun (unmarked), APS showed the highest 2 (66.6%), 1 (33.3%) in class VIII and class IX each, while AMU showed 1 (33.3%) - 0 (.0%) in class VIII and 1 (33.3%) in class IX, whereas IPS showed 0 (.0%) in both class VIII and IX each.

5.2.3.3.a Omitted pronoun when needed (marked)

AMU showed the highest 3 (50.0%) - 1 (16.7%) in class VIII and 2 (33.3%) in class IX out of the total 6 Omitted Pronoun when Needed (marked), while APS showed 2 (33.3%) - 2 (33.3%) in class VIII and 0 (.0%) in class IX, whereas IPS showed 1 (16.7%) - 0 (.0%) in class VIII and 1 (16.7%) in class IX.

5.2.3.3.b Omitted pronoun when needed (unmarked)

All the three schools AMU, APS and IPS showed the same sum 1 (33.3%) each out of the total 3 (100.0%) Omitted Pronoun when Needed (unmarked). However, AMU and IPS showed the same sums, 0 (.0%) in class VIII and 1 (33.3%) in class IX each, whereas APS showed 1 (33.3%) in class VIII and 0 (.0%) in class IX.

5.2.3.4.a Incorrect form of pronoun (marked)

IPS showed the highest 9 (56.3%) - 4 (25.0%) in class VIII and 5 (31.3%) in class IX out of the total 16 Incorrect Form of Pronoun (marked), while AMU showed 5 (31.3%) - 0 (.0%) in class VIII and 5 (31.3%) in class IX, whereas APS showed 2 (12.5%) - 0 (.0%) in class VIII and 2 (12.5%) in class IX.

5.2.3.4.b Incorrect form of pronoun (unmarked)

APS showed the highest 4 (44.4%) - 3 (33.3%) in class VIII and 1 (11.1%) in class IX out of the total 9 Incorrect Form of Pronoun (unmarked), while AMU showed 3 (33.3%) - 2 (22.2%) in class VIII and 1 (11.1%) in class IX, whereas IPS showed 2 (22.2%) - 0 (.0%) in class VIII and 2 (22.2%) in class IX.
5.2.4 Auxiliary

5.2.4.1.a Incorrect choice of auxiliary (marked)

Analyzing Auxiliary, out of the total 29 Incorrect Choice of Auxiliary (marked) both AMU and APS showed the same sum i.e. 13 (44.8%) each. However, AMU showed 4 (13.8%) in class VIII and 9 (31.0%) in class IX, whereas APS showed 12 (41.4%) in class VIII and 1 (3.4%) in class IX, while IPS showed 3 (10.3%) - 1 (3.4%) in class VIII and 2 (6.9%) in class IX.

5.2.4.1.b Incorrect choice of auxiliary (unmarked)

Out of the total 25 Incorrect Choice of Auxiliary (unmarked), APS showed the highest 10 (40.0%) - 6 (24.0%) in class VIII and 4 (16.0%) in class IX, while IPS showed 8 (32.0%) - 5 (20.0%) in class VIII and 3 (12.0%) in class IX, whereas AMU showed 7 (28.0%) - 5 (20.0%) in class VIII and 2 (8.0%) in class IX.

5.2.4.2.a Auxiliary unnecessarily used (marked)

APS showed the highest 10 (50.0%) - 9 (45.0%) in class VIII and 1 (5.0%) in class IX out of the total 20 Auxiliary Unnecessarily Used (marked). IPS followed with 6 (30.0%) - 5 (25.0%) in class VIII and 1 (5.0%) in class IX followed by AMU 4 (20.0%) - 1 (5.0%) in class VIII and 3 (15.0%) in class IX.

5.2.4.2.b Auxiliary unnecessarily used (unmarked)

IPS showed the highest 4 (40.0%) - 4 (40.0%) in class VIII and 0 (.0%) in class IX out of the total 10 Auxiliary unnecessarily used (unmarked), whereas both AMU and APS showed the same 3 (30.0%), 3 (30.0%) in class VIII each and 0 (.0%) in class IX each.

5.2.4.3.a Auxiliary omitted when needed (marked)

Out of the total 29 Auxiliary Omitted when Needed (marked), APS showed the highest 12 (41.4%) - 8 (27.6%) in class VIII and 4 (13.8%) in class IX, whereas IPS showed 9 (31.0%) - 8 (27.6%) in class VIII and 1 (3.4%) in class IX, while AMU showed 8 (27.6%), 4 (13.8%) in class VIII and class IX each.
5.2.4.3.b Auxiliary omitted when needed (unmarked)

Out of the total 18 Auxiliary Omitted when Needed (unmarked) IPS showed the highest 15 (83.3%), 8 (44.4%) in class VIII and 7 (38.9%) in class IX whereas AMU showed 2 (11.1%), 0 (.0%) in class VIII and 2 (11.1%) in class IX while APS showed 1 (5.6%) 1 (5.6%) in class VIII and 0 (.0%) in class IX.

5.2.5 Verb

5.2.5.1.a Incorrect verb form (marked)

Analyzing categories in Verb, out of the total 140 Incorrect Verb Form (marked), AMU showed the highest 64 (45.7%) - 26 (18.6%) in class VIII and 38 (27.1%) in class IX, whereas IPS followed with 49 (35.0%) - 12 (8.6%) in class VIII and 37 (26.4%) in class IX, while APS showed lowest 27 (19.3%) - 8 (5.7%) in class VIII and 19 (13.6%) in class IX.

5.2.5.1.b Incorrect verb form (unmarked)

Out of the total 63 Incorrect Verb Form (unmarked), AMU showed the highest 32 (50.8%) - 8 (12.7%) in class VIII and 24 (38.1%) in class IX, while IPS showed 19 (30.2%) - 9 (14.3%) in class VIII and 10 (15.9%) in class IX, whereas APS showed the lowest 12 (19.0%), 1 (1.6%) in class VIII and 11 (17.5%) in class IX.

5.2.5.2.a Incorrect verb choice (marked)

AMU showed the highest 7 (41.2%) - 1 (5.9%) in class VIII and 6 (35.3%) in class IX out of the total 17 Incorrect Verb Choice (marked), while both APS and IPS showed 5 (29.4%) each. However, APS showed 3 (17.6%) in class VIII and 2 (11.8%) in class IX, whereas IPS showed 1 (5.9%) in class VIII and 4 (23.5%) in class IX.

5.2.5.2.b Incorrect verb choice (unmarked)

IPS showed the highest 6 (60.0%) - 1 (10.0%) in class VIII and 5 (50.0%) in class IX out of the total 10 Incorrect Verb Choice (unmarked), while APS showed 3 (30.0%) - 2
(20.0%) in class VIII and 1 (10.0%) in class IX, whereas AMU showed 1 (10.0%), 0 (.0%) in class VIII and 1 (10.0%) in class IX.

5.2.5.3.a Verb omitted when needed (marked)
Out of the total 15 Verb Omitted when Needed (marked), AMU showed the highest 6 (40.0%) - 0 (.0%) in class VIII and 6 (40.0%) in class IX, while IPS showed 5 (33.3%) - 2 (13.3%) in class VIII and 3 (20.0%) in class IX, whereas APS showed 4 (26.7%) - 3 (20.0%) in class VIII and 1 (6.7%) in class IX.

5.2.5.3.b Verb omitted when needed (unmarked)
Out of the total 5 Verb Omitted when Needed (unmarked), APS showed 3 (60.0%) - 3 (60.0%) in class VIII and 0 (.0%) in class IX, while IPS showed 2 (40.0%) - 1 (20.0%) in class VIII and class IX each. Whereas AMU showed 0 (.0%) in each class VIII and class IX.

5.2.6 Basic Sentence Structure
5.2.6.1.a Incorrect Syntax (marked)
Out of the total 16 Incorrect Sentence Structure (marked), AMU showed 7 (43.7%) - 4 (25.0%) in class VIII and 3 (18.7%) in class IX, whereas APS showed 5 (31.2%) - 2 (12.5%) in class VIII and 3 (18.7%) in class IX, while IPS showed the lowest 4 (25.0%) - 2 (12.5%) in each class VIII and IX.

5.2.6.1.b Incorrect Syntax (unmarked)
Out of the total 4 Incorrect Sentence Structure (unmarked), IPS showed the highest 3 (75.0%) - 2 (50.0%) in class VIII and 1 (25.0%) in class IX, while AMU showed 1 (25.0%) - 0 (.0%) in class VIII and 1 (25.0%) in class IX, whereas 0 (.0%) in each class VIII and IX in APS.

5.2.6.2.a Incorrect subordinate clause (marked)
APS showed the highest 10 (47.6%) - 3 (14.3%) in class VIII and 7 (33.3%) in class IX out of the total 21 Incorrect Subordinate Clause (marked), while AMU followed with 8
(38.1%) - 3 (14.3%) in class VIII and 5 (23.8%) in class IX, whereas IPS showed 3
(14.3%) - 2 (9.5%) in class VIII and 1 (4.8%) in class IX.

5.2.6.2.b Incorrect subordinate clause (unmarked)
APS showed the highest 4 (50.0%) - 2 (25.0%) in class VIII and IX each out of the total
8 Incorrect Subordinate Clause (unmarked), while AMU followed with 3 (37.5%) - 0
(0%) in class VIII and 3 (37.5%) in class IX, whereas IPS showed least 1 (12.5%) - 1
(12.5%) in class VIII and 0 (0%) in class IX.

5.2.7 Sentence Types
5.2.7.1 Simple sentences
Analyzing Sentence Types, out of the total 848 Simple Sentences, IPS produced the
highest 301 (35.5%) - 209 (24.6%) in class VIII and 92 (10.8%) in class IX, while APS
followed with 288 (34.0%) - 170 (20.0%) in class VIII and 118 (13.9%) in class IX,
whereas AMU showed 259 (30.5%) - 132 (15.6%) in class VIII and 127 (15.0%) in class
IX.

5.2.7.2 Compound sentences
Out of the total 486 Compound Sentences, APS produced the highest 190 (39.1%) - 121
(24.9%) in class VIII and 69 (14.2%) in class IX, while IPS followed with 158 (32.5%) -
103 (21.2%) in class VIII and 55 (11.3%) in class IX, whereas AMU showed the lowest
138 (28.4%) - 67 (13.8%) in class VIII and 71 (14.6%) in class IX.

5.2.7.3 Complex sentences
Out of the total 1001 Complex Sentences, APS showed the highest 382 (38.2%) - 233
(23.3%) in class VIII and 149 (14.9%) in class IX, while AMU produced 290 (29.0%) -
185 (18.5%) in class VIII and 105 (10.5%) in class IX, whereas IPS produced the lowest
329 (32.9%) - 169 (16.9%) in class VIII and 160 (16.0%) in class IX.
5.2.8 Incomplete Sentences

5.2.8.1.a Omission of subject (marked)
Observing Incomplete Sentences, out of the total 5 Omission of Subject (marked), APS showed 3 (60.0%) - 2 (40.0%) in class VIII and 1 (20.0%) in class IX, while both AMU and IPS showed same sum 1 (20.0%) each. However, AMU showed 0 (.0%) in class VIII and 1 (20.0%) in class IX, whereas IPS showed 1 (20.0%) in class VIII and 0 (.0%) in class IX.

5.2.8.1.b Omission of subject (unmarked)
Out of the total 4 Omission of Subject (unmarked), IPS showed the highest 3 (75.0%) - 3 (75.0%) in class VIII and 0 (.0%) in class IX, while AMU followed with 1 (25.0%) - 0 (.0%) in class VIII and 1 (25.0%) in class IX, whereas APS showed 0 (.0%) in both class VIII and class IX each.

5.2.8.2 Omission of prepositional phrase (marked and unmarked)
All the three schools i.e. AMU, APS and IPS showed 0 (.0%) Omission of Prepositional Phrase (marked and unmarked) in both the classes.

5.2.8.3.a Omission of noun phrase (marked)
IPS showed the highest 4 (44.4%) - 3 (33.3%) in class VIII and 1 (11.1%) in class IX out of the total 9 Omission of Noun Phrase (marked), while AMU followed with 3 (33.3%) - 2 (22.2%) in class VIII and 1 (11.1%) in class IX, whereas APS showed 2 (22.2%) - 1 (11.1%) in both class VIII and class IX each.

5.2.8.3.b Omission of noun phrase (unmarked)
Again IPS showed the highest 2 (66.7%) - 2 (66.7%) in class VIII and 0 (.0%) in class IX out of the total 3 Omission of Noun Phrase (unmarked), while AMU showed 1 (33.3%) - 1 (33.3%) in class VIII and 0 (.0%) in class IX, whereas APS showed 0 (.0%) in both class VIII and class IX each.
5.2.9. Coordination

5.2.9.1.a Incorrect choice of coordination (marked)

Observing Coordination, out of the total 13 Incorrect Choice of Coordination (Marked), IPS showed the highest 6 (46.2%) - 4 (30.8%) in class VIII and 2 (15.4%) in class IX, while APS followed with 5 (38.5%) - 4 (30.8%) in class VIII and 1 (7.7%) in class IX, whereas AMU showed the lowest 2 (15.4%) - 0 (.0%) in class VIII and 2 (15.4%) in class IX.

5.2.9.1.b Incorrect choice of coordination (unmarked)

Out of the total 6 Incorrect Choice of Coordination (unmarked), both APS and IPS showed same sum i.e. 3 (50.0%) each. Also, 3 (50.0%) in class VIII and 0 (.0%) in class IX in each school. However, AMU showed 0 (.0%) both class VIII and class IX each.

5.2.9.2.a Omitted coordination when needed (marked)

IPS showed the highest 7 (58.3%) - 5 (41.7%) in class VIII and 2 (16.7%) in class IX, out of the total 12 Omitted Coordination when Needed (marked), while AMU showed 4 (33.3%) - 0 (.0%) in class VIII and 4 (33.3%) in class IX, whereas APS showed the lowest 1 (8.3%) - 1 (8.3%) in class VIII and 0 (.0%) in class IX.

5.2.9.2.b Omitted coordination when needed (unmarked)

Again IPS showed the highest 9 (64.3%) - 6 (42.9%) in class VIII and 3 (21.4%) in class IX, out of the total 14 Omitted Coordination when Needed (unmarked), while AMU showed 3 (21.4%) - 0 (.0%) in class VIII and 3 (21.4%) in class IX, whereas APS showed 2 (14.3%) - 2 (14.3%) in class VIII and 0 (.0%) in class IX.

5.2.9.3.a Unnecessary repetition of coordination (marked)

Both AMU and APS showed same sum i.e. 2 (28.6%) each out of the total 7 Unnecessary Repetition of Coordination (marked). Also, both schools showed 1 (14.3%) in class VIII and 1 (14.3%) in class IX each, whereas IPS showed highest 3 (42.9%) - 1 (14.3%) in class VIII and 2 (28.6%) in class IX.
5.2.9.3.b Unnecessary repetition of coordination (unmarked)

Out of the total 2 Unnecessary Repetition of Coordination (unmarked), IPS showed 2 (100.0%) - 2 (100.0%) in class VIII and 0 (.0%) in class IX, while both the schools AMU and APS showed (.0%) in both class VIII and class IX each.

5.2.10 Capitalization

5.2.10.1.a The first word in a sentence not capitalized (marked)

Regarding Capitalization, out of the total 38 The First Word in a Sentence not Capitalized (marked), AMU showed the highest 14 (36.8%) - 5 (13.2%) in class VIII and 9 (23.7%) in class IX, while APS showed 12 (31.6%) - 6 (15.8%) in class VIII and class IX each. Also, IPS showed same sum i.e. 12 (31.6%) - 8 (21.1%) in class VIII and 4 (10.5%) in class IX.

5.2.10.1.b The first word in a sentence not capitalizer (unmarked)

Out of the total 20 The First Word in a Sentence not Capitalized (unmarked), IPS showed the highest the 12 (60.0%) - 7 (35.0%) in class VIII and 5 (25.0%) in class IX, while APS followed with 6 (30.0%) - 5 (25.0%) in class VIII and 1 (5.0%) in class IX, whereas AMU showed 2 (10.0%) - 2 (10.0%) in class VIII and 0 (.0%) in class IX.

5.2.10.2.a The pronoun “I” not capitalized (marked)

Out of the total 11 The Pronoun “I” not Capitalized (marked), AMU showed the highest 5 (45.5%) - 0 (.0%) in class VIII and 5 (45.5%) in class IX. APS also showed the same sum 5 (45.5%) - 3 (27.3%) in class VIII and 2 (18.2%) in class IX. IPS, on the other hand, showed 1 (9.1%) - 0 (.0%) in class VIII and 1 (9.1%) in class IX.

5.2.10.2.b The pronoun “I” not capitalized (unmarked)

Out of the total 4 The Pronoun “I” not Capitalized (unmarked), IPS showed 3 (75.0%) - 2 (50.0%) in class VIII and 1 (25.0%) in class IX, while AMU followed with 1 (25.0%) - 0 (.0%) in class VIII and 1 (25.0%) in class IX, whereas APS showed 0 (.0%) in both class VIII and class IX each.
5.2.10.3.a Proper noun not capitalized (marked)

APS showed 8 (50.0%) - 7 (43.8%) in class VIII and 1 (6.3%) in class IX, out of the total 16 Proper Noun not Capitalized (marked) followed by IPS 6 (37.5%) - 5 (31.3%) in class VIII and 1 (6.2%) in class IX, whereas AMU showed the lowest 2 (12.5%) - 0 (.0%) in class VIII and 2 (12.5%) in class IX.

5.2.10.3.b Proper noun not capitalized (unmarked)

IPS showed 16 (88.9%) - 14 (77.8%) in class VIII and 2 (11.1%) in class IX, out of the total 18 Proper Noun not Capitalized (unmarked), while both the schools AMU and APS showed 1 (5.6%) each, 1 (5.6%) in class VIII and 0 (.0%) in class IX each in the two schools.

5.2.10.4.a Words in a sentence and title not capitalized (marked)

Out of the total 30 Words in a Sentence and Title not Capitalized (marked), AMU showed the highest 14 (46.7%) - 4 (13.3%) in class VIII and 10 (33.3%) in class IX, while APS followed with 9 (30.0%) - 3 (10.0%) in class VIII and 6 (20.0%) in class IX, whereas IPS showed 7 (23.3%) - 3 (10.0%) in class VIII and 4 (13.3%) in class IX.

5.2.10.4.b Words in a sentence and title not capitalized (unmarked)

Out of the total 71 Words in a Sentence and Title not Capitalized (unmarked), IPS showed highest 42 (59.2%) - 13 (18.3%) in class VIII and 29 (40.8%) in class IX followed by AMU 20 (28.2%) - 9 (12.7%) in class VIII and 11 (15.5%) in class IX followed by APS 9 (12.7%) - 0 (.0%) in class VIII and 9 (12.7%) in class IX.

5.2.10.5.a Overuse of capitalization (marked)

Out of the total 38 Overuse of Capitalization (marked) both AMU and IPS showed the same sum i.e. 15 (39.5%) each. However, class VIII showed 5 (13.2%) and class IX showed 10 (26.3%) in AMU, while in IPS class VIII showed 11 (28.9%) and class IX showed 4 (10.5%). APS, whereas showed 8 (21.1%), 2 (5.3%) in class VIII and 6 (15.8%) in class IX.
5.2.10.5.b Overuse of capitalization (unmarked)

Out of the total 28 Overuse of Capitalization (unmarked), IPS showed the highest 19 (67.9%) - 14 (50.0%) in class VIII and 5 (17.9%) in class IX, while APS showed 6 (21.4%) - 5 (17.9%) in class VIII and 1 (3.6%) in class IX, whereas AMU showed 3 (10.7%) - 2 (7.1%) in class VIII and 1 (3.6%) in class IX.

5.2.11 Punctuation

5.2.11.1.a Omitted period at the end of a sentence (marked)

Regarding Punctuation, APS showed the highest 15 (48.4%) - 4 (12.9%) in class VIII and 11 (35.5%) in class IX, out of the total 31 Omitted Period at the End of a Sentence (marked), while IPS followed with 11 (35.5%) - 8 (25.8%) in class VIII and 3 (9.7%) in class IX, whereas AMU showed the lowest 5 (16.1%) - 2 (6.5%) in class VIII and 3 (9.7%) in class IX.

5.2.11.1.b Omitted period at the end of a sentence (unmarked)

IPS showed the highest 14 (58.3%) - 9 (37.5%) in class VIII and 5 (20.8%) in class IX, out of the total 24 Omitted Period at the End of a Sentence (unmarked), followed by AMU 7 (29.2%) - 0 (.0%) in class VIII and 7 (29.2%) in class IX, while APS showed the lowest 3 (12.5%) - 2 (8.3%) in class VIII and 1 (4.2%) in class IX.

5.2.11.2.a Omitted period at the end of abbreviation (marked)

Out of the total 3 Omitted Period at the End of Abbreviation (marked), APS showed the highest 3 (100.0%) - 3 (100.0%) in class VIII and 0 (.0%) in class IX, whereas both AMU and IPS showed 0 (.0%) in both class VIII and class IX each.

5.2.11.2.b Omitted period at the end of abbreviation (unmarked)

Out of the total 2 Omitted Period at the End of Abbreviation (unmarked), again APS showed 2 (100.0%) in class VIII and 0 (.0%) in class IX, while both AMU and IPS showed 0 (.0%) in both class VIII and class IX each.
5.2.11.3.a Omitted question mark (marked)

APS showed the highest 2 (50.0%) - 2 (50.0%) in class VIII and 0 (.0%) in class IX, out of the total 4 Omitted Question Mark (marked), whereas both AMU and IPS showed 1 (25.0%) each, both 0 (.0%) in class VIII and 1 (25.0%) in class IX in each school.

5.2.11.3.b Omitted question mark (unmarked)

APS and IPS showed the same sum 2 (50.0%) - 2 (50.0%) in class VIII and 0 (.0%) in class IX each, out of the total 4 Omitted Question Mark (unmarked), whereas AMU showed 0 (.0%) in both class VIII and class IX each.

5.2.11.4.a Omitted exclamatory mark (marked)

Out of the total 3 Omitted Exclamatory Mark (marked) all the three schools showed same sum 1 (33.3%) - 0 (.0%) in class VIII and 1 (33.3%) in class IX in AMU and IPS each, while 1 (33.3%) in class VIII and 0 (.0%) in class IX in APS.

5.2.11.4.b Omitted exclamatory mark (unmarked)

Out of the 4 Omitted Exclamatory Mark (unmarked), both APS and IPS showed 2 (50.0%) each- 2 (50.0%) in class VIII and 0 (.0%) in class IX each, while AMU showed 0 (.0%) in both class VIII and class IX each.

5.2.11.5.a Omitted Comma (marked)

APS showed the highest 15 (50.0%) - 4 (13.3%) in class VIII and 11 (36.7%) in class IX, out of the total 30 Omitted Comma (marked) while AMU followed with 10 (33.3%) - 3 (10.0%) in class VIII and 7 (23.3%) in class IX, whereas IPS showed 5 (16.7%) - 2 (6.7%) in class VIII and 3 (10.0%) in class IX.

5.2.11.5.b Omitted Comma (unmarked)

Again APS showed the highest 11 (52.4%) - 5 (23.8%) in class VIII and 6 (28.6%) in class IX, out of the total 21 Omitted Comma (unmarked), while IPS showed 8 (38.1%) - 3 (14.3%) in class VIII and 5 (23.8%) in class IX, whereas AMU showed the lowest 2 (9.5%) - 0 (.0%) in class VIII and 2 (9.5%) in class IX.
5.2.11.6.a Omitted quotation marks in direct speech (marked)

APS showed the highest 8 (88.9%) - 7 (77.8%) in class VIII and 1 (11.1%) in class IX, out of the total 9 Omitted Quotation Marks in Direct Speech (marked), while AMU followed with 1 (11.1%) in class VIII and 0 (.0%) in class IX, whereas IPS showed 0 (.0%) in both class VIII and class IX each.

5.2.11.6.b Omitted quotation marks in direct speech (unmarked)

IPS showed the highest 8 (72.7%) - 7 (63.6%) in class VIII and 1 (9.1%) in class IX, out of the total 11 Omitted Quotation Marks in Direct Speech (unmarked), while AMU showed 2 (18.2%) -1 (9.1%) in both class VIII and class IX each, followed by APS 1 (9.1%) in class VIII and 0 (.0%) in class IX.

5.2.11.7.a Overuse of punctuation (marked)

Out of the total 19 Overuse of Punctuation (marked), AMU showed the highest 9 (47.4%) - 0 (.0%) in class VIII and 9 (47.4%) in class IX followed by APS 7 (36.8%) - 3 (15.8%) in class VIII and 4 (21.1%) in class IX followed by IPS 3 (15.8%) - 3 (15.8%) in class VIII and 0 (.0%) in class IX.

5.2.11.7.b Overuse of punctuation (unmarked)

Out of the total 17 Overuse of Punctuation (unmarked), APS showed the highest 8 (47.1%) - 7 (41.2%) in class VIII and 1 (5.9%) in class IX followed by AMU 6 (35.3%) - 3 (17.6%) in both class VIII and class IX each followed by IPS 3 (17.6%) - 3 (17.6%) in class VIII and 0 (.0%) in class IX.

5.2.11.8.a Apostrophe not used (marked)

APS showed 5 (71.4%) - 3 (42.9%) in class VIII and 2 (28.6%) in class IX, out of the total 7 Apostrophe not Used (marked), while both AMU and IPS showed the same sum 1 (14.3%) - 1 (14.3%) in class VIII and 0 (.0%) in class IX each.
5.2.11.8.b Apostrophe not used (unmarked)

IPS showed the highest 12 (60.0%) - 9 (45.0%) in class VIII and 3 (15.0%) in class IX, out of the total 30 Apostrophe not Used (unmarked), followed by APS 6 (30.0%) - 6 (30.0%) in class VIII and 0 (0%) in class IX followed by AMU 12 (10.0%) - 12 (10.0%) in class VIII and 0 (0%) in class IX.

5.2.12 Vocabulary

5.2.12.1.a Incorrect word choice (marked)

Analyzing Vocabulary, out of the total 59 Incorrect Word Choice (marked), AMU showed 23 (39.0%) - 6 (10.2%) in class VIII and 17 (28.8%) in class IX followed by APS 20 (33.9%) - 9 (15.3%) in class VIII and 11 (18.6%) in class IX followed by IPS 16 (27.1%) - 9 (15.3%) in class VIII and 7 (11.9%) in class IX.

5.2.12.1.b Incorrect word choice (unmarked)

Out of the total 51 Incorrect Word Choice (unmarked), IPS showed the highest 23 (45.1%) - 17 (33.3%) in class VIII and 6 (11.8%) in class IX followed by APS 19 (37.3%) - 17 (33.3%) in class VIII and 2 (3.9%) in class IX followed by IPS 9 (17.6%) - 9 (17.6%) in class VIII and 0 (0%) in class IX.

5.2.12.2.a Wrong word formation (marked)

Out of the total 20 Wrong Word Formation (marked), APS showed the highest 12 (60.0%) - 6 (30.0%) in both class VIII and IX each followed by AMU 6 (30.0%) - 2 (10.0%) in class VIII and 4 (20.0%) in class IX followed by IPS 2 (10.0%) - 1 (5.0%) in class VIII and class IX each.

5.2.12.2.b Wrong word formation (unmarked)

Out of the 15 Wrong Word Formation (unmarked), IPS showed the highest 7 (46.7%) - 5 (33.3%) in class VIII and 2 (13.3%) in class IX followed by AMU 5 (33.3%) - 2 (13.3%) in class VIII and 3 (20.0%) in class IX followed by APS 3 (20.0%) - 2 (13.3%) in class VIII and 1 (6.7%) in class IX.
5.2.13 Preposition

5.2.13.1.a Incorrect choice of preposition (marked)

Analyzing Preposition, out of the total 5 Incorrect Choice of Preposition (marked), APS showed the highest 3 (60.0%) - 0 (.0%) in class VIII and 3 (60.0%) in class IX followed by AMU 2 (40.0%) - 1 (20.0%) in both class VIII and IX each followed by IPS 0 (.0%) in both class VIII and class IX each.

5.2.13.1.b Incorrect choice of preposition (unmarked)

Out of the total 7 Incorrect Choice of Preposition (unmarked), both APS and IPS showed same sum 3 (42.9%) - 2 (28.6%) in class VIII each and 1 (14.3%) in class IX each followed by AMU 1 (14.3%) - 0 (.0%) in class VIII and 1 (14.3%) in class IX.

5.2.13.2.a Omitted preposition when needed (marked)

Out of the total 23 Omitted Preposition when Needed (marked), IPS showed the highest 11 (47.8%) - 4 (17.4%) in class VIII and 7 (30.4%) in class IX. Both AMU and APS showed same sum 6 (26.1%). However, AMU showed 2 (8.7%) in class VIII and 4 (17.4%) in class IX, while APS showed 4 (17.4%) in class VIII and 2 (8.7%) in class IX.

5.2.13.2.b Omitted preposition when needed (unmarked)

Out of the total 18 Omitted Preposition when Needed (unmarked), IPS showed the highest 9 (50.0%) - 3 (16.7%) in class VIII and 6 (33.3%) in class IX followed by AMU 6 (33.3%) - 1 (5.6%) in class VIII and 5 (27.8%) in class IX followed by APS 3 (16.7%) - 3 (16.7%) in class VIII and 0 (.0%) in class IX.

5.2.13.3.a Preposition used unnecessarily (marked)

Out of the total 7 Preposition Used Unnecessarily (marked), IPS showed 3 (42.9%) - 2 (28.6%) in class VIII and 1 (14.3%) in class IX followed by both AMU and APS 2 (28.6%) each. However, AMU showed 0 (.0%) in class VIII and 2 (28.6%) in class IX, whereas APS showed 2 (28.6%) in class VIII and 0 (.0%) in class IX.
5.2.13.3.b Preposition used unnecessarily (unmarked)

Out of the total 3 Preposition used Unnecessarily (unmarked), AMU showed the highest 2 (66.7%) - 0 (0%) in class VIII and 2 (66.7%) in class IX followed by IPS 1 (33.3%) - 0 (0%) in class VIII and 1 (33.3%) in class IX followed by 0 (0%) in both class VIII and class IX in APS.

5.2.14 Spelling

5.2.14.1.a Wrong spelling (marked)

Regarding Spelling, APS showed the highest 52 (38.8%) - 34 (25.4%) in class VIII and 18 (13.4%) in class IX out of the total 134 Wrong Spelling (marked), while IPS followed with 46 (34.3%) - 34 (25.4%) in class VIII and 12 (9.0%) in class IX followed by AMU 36 (26.9%) - 13 (9.7%) in class VIII and 23 (17.2%) in class IX.

5.2.14.1.b Wrong spelling (unmarked)

IPS showed the highest 44 (46.3%) - 37 (38.9%) in class VIII and 7 (7.4%) in class IX, out of the total 95 Wrong Spelling (unmarked), followed by APS 42 (44.2%) - 37 (38.9%) in class VIII and 5 (5.3%) in class IX followed by AMU 9 (9.5%) - 4 (4.2%) in class VIII and 5 (5.3%) in class IX.

5.2.15 Concord

5.2.15.1.a No Subject-verb agreement (marked)

Regarding Concord, IPS showed the highest 20 (40.8%) - 10 (20.4%) in class VIII class IX each, out of the total 49 No Subject-Verb Agreement (marked) followed by APS 16 (32.7%) - 10 (20.4%) in class VIII and 6 (12.2%) in class IX followed by AMU 13 (26.5%) - 5 (10.2%) in class VIII and 8 (16.3%) in class IX.

5.2.15.1.b No subject-verb agreement (unmarked)

APS showed the highest 23 (51.1%) -16 (35.6%) in class VIII and 7 (15.6%) in class IX out of the total 45 No Subject-Verb Agreement (unmarked), followed by IPS 20 (44.4%)
- 16 (35.6%) in class VIII and 4 (8.9%) in class IX followed by the lowest in AMU 2 (4.4%) - 1 (2.2%) in each class VIII and class IX.

5.2.16 Word Omission

5.2.16.1.a Omitted word in a sentence (marked)

Analyzing Word Omission, out of the total 26 Omitted Word in a Sentence (marked), APS and IPS showed 10 (38.5%) each - 8 (30.8%) in class VIII and 2 (7.7%) in class IX each, followed by AMU 6 (23.1%) - 2 (7.7%) in class VIII and 4 (15.4%) in class IX.

5.2.16.1.b Omitted word in a sentence (unmarked)

Out of the total 17 Omitted Word in a Sentence (unmarked), APS showed the highest 10 (58.8%) - 4 (23.5%) in class VIII and 6 (35.3%) in class IX followed by IPS 5 (29.4%) - 4 (23.5%) in class VIII and 1 (5.9%) in class IX followed by AMU 2 (11.8%) - 2 (11.8%) in class VIII and 0 (.0%) in class IX.

5.2.17 Unclear Idea

5.2.17.1.a Unclear idea (marked)

Regarding the last category Unclear Idea, out of the total 69 Unclear Idea (marked), AMU showed the highest 26 (37.7%) - 14 (20.3%) in class VIII and 12 (17.4%) in class IX followed by IPS 23 (33.3%) - 4 (5.8%) in class VIII and 19 (27.5%) in class IX followed by APS 20 (29.0%) - 4 (5.8%) in class VIII and 16 (23.2%) in class IX.

5.2.17.1.b Unclear idea (unmarked)

Out of the total 29 Unclear Idea (unmarked), IPS showed the highest 17 (58.6%) - 3 (10.3%) in class VIII and 14 (48.3%) in class IX followed by AMU 7 (24.1%) - 6 (20.7%) in class VIII and 1 (3.4%) in class IX followed by APS 5 (17.2%) - 3 (10.3%) in class VIII and 2 (6.9%) in class IX.
5.3 Results: Assignment 1

5.3.1 ANOVA Test

5.3.1.a No Significance with regard to enumerated items in both schools and classes

The ANOVA test of schools and classes in Assignment 1 showed no significance with regard to a number of items which have been enumerated. There were a number of variables among the significance with p-value less than .05. Among the unmarked were- unnecessarily used articles (.044), omitted articles (.004), incorrect verb choice (0.02), omitted coordination (0.001), sentence not capitalized (0.003), omitted period (0.004), omitted comma (0.02), omitted quotation marks (0.005), and subject verb agreement (0.002). The schools which showed the highest unmarked was AMU, followed by IPS and APS. The trend was more evident in class IX than in class VIII.

Among the marked category was the incorrect choice of Auxiliary (0.036), omitted period at the end of a sentence (0), omitted period at the end of abbreviation (0.003) and omitted quotation marks in direct speech (.048). In the incorrect choice of auxiliary the mean rank was highest in AMU (81.8) followed by APS (78.11) and IPS (66.6). The mean rank among these items showed highest in APS followed by AMU and IPS. Among the classes was class IX which showed a higher mean rank followed by class VIII. In this marked section, the result showed the significant difference among auxiliary, verb form and omitted period.

5.3.1.b Significance with regard to classes

The ANOVA Test with regard to differences among classes showed significance in the following unmarked categories- lack of agreement with antecedent (0.048), omitted pronoun (0.003), unnecessary repetition of coordination (0.027), omitted exclamatory mark (0.017), incorrect word choice (0.007), and wrong spelling (0). The variance showed AMU as the highest, followed by IPS and APS. Among the class it is class IX, followed by class VIII. The unmarked showed highest in AMU as the previous result.
which was a consolidated result of schools and classes. Among the marked items significant categories were omitted articles when needed (0.03), incorrect pronoun (0.001), incorrect verb form (0), omitted comma (0.032). In the complex sentence, AMU showed the highest rank followed by APS and IPS respectively.

5.3.1.c Significance with regard to schools
The ANOVA test with regard to school showed unmarked among the following-singular/ plural, omitted auxiliary, proper noun not capitalized, title and words in sentence not capitalized, apostrophe not used, overuse of capitalization. Here the trend draws AMU as highest followed by IPS and APS. Among the marked items were the following- auxiliary unnecessarily used, incorrect verb choice, omission of prepositional phrase, over use of punctuation, and wrong word formation. Here the highest is seen in APS followed by IPS. Class IX showed a higher mean rank than class VIII.

The result showed the highest unmarked in most cases among AMU which could be accounted to a number of factors like large classes, lack of individual attention, and teacher overload. Assignment 1 was the survey of the written assignments as part of class work and home work assignments which shows a number of unmarked features.

5.3.2 Descriptive Statistics of Marked and Unmarked patterns
The descriptive statistics of Assignment 1 shows a pattern between marked and unmarked. The items marked are shown as being less when compared to the unmarked in the total. However, the result shows an unusual trend in some cases where this pattern is not found. Among the following: (M- Marked, UN- Unmarked)

1. Omitted noun when needed (M- 29, UM-18)
2. Lack of agreement with antecedent (M- 23, UM- 16)
3. Incorrect form of pronoun(M- 60, UM- 34)
4. Incorrect choice of Auxiliary (M-116, UM-91)
5. Auxiliary unnecessarily used (M- 24, UM- 15)
The result showed a number of omitted items which have been unmarked, e.g., omitted articles, singular/plural omission, omitted pronoun, omitted auxiliary, omitted verb, omitted coordination. Other than omission, lack of capitalization, incorrect word choice, and spelling have also been left unmarked.

Among the marked category, showing the listed items above, the result showed APS as the highest, followed by IPS, and AMU. Among classes it is class VIII followed by class IX. Omission among Noun, Subject, Noun Phrase, and word is marked while omission among pronoun, auxiliary, verb, coordination, was unmarked. It pointed to the importance given to the word at the subject position. In case of incorrect word form it was the pronoun, verb form, verb choice, subordinate clause and coordination which were marked while incorrect word choice, wrong vocabulary and incorrect preposition were left unattended along with spelling.
5.4 Results: Assignment 2

Assignment 2 was the study conducted on the classes VIII and IX students in the three schools where they were given an essay to write on. The essays were then handed to the respective English teachers along with a checklist to assess and to write their comments.

5.4.1 ANOVA Test

The ANOVA shows the following result where a list of no significant difference was found to be among the learners.

5.4.1.a Common significant differences with regard to enumerated items in both schools and classes

Among the common significant differences (schools and classes) the marked items were- incorrect verb form (0.024 in school and 0.004 in class), omitted quotation marks (0.001 in school and 0.016 in class). The unmarked category had the following items- words in a sentence and title not capitalized (0.009 and 0.047), overuse of capitalization (0.002 and 0.021), apostrophe not used (0.038 and 0.004), wrong spelling (0.027 and 0.001), no subject verb agreement (0.003 and 0.012). The total number of verbs used wrongly was highest in AMU followed by IPS and APS. The total number of sentences used was highest in APS followed by IPS and AMU. Among the classes it was highest in class VIII followed by class IX.

5.4.1.b Significance with regard to classes

ANOVA test on Assignment 2 which was significant with regard to differences in classes showed unmarked differences in singular/ plural confusion, auxiliary unnecessarily used, incorrect verb form, and overuse of punctuation. Among the unmarked category IPS was highest, followed by APS and AMU. The highest was class VIII followed by class IX. Class VIII showed a higher statistics in singular/ plural, auxiliary unnecessarily used, simple sentence, overuse of punctuation and wrong spelling.
5.4.1.c Significance with regard to schools
The ANOVA test showed differences among schools both in case of marked and unmarked. Among the marked category, APS was higher when compared to AMU and in the unmarked, AMU was higher than APS. Among the classes in marked category, class VIII showed higher mean rank in singular/plural while class IX showed higher mean rank in unnecessarily used pronoun. In the unmarked category, IPS had high mean rank in proper noun not capitalized while in omitted comma, APS had high mean rank. The total of wrong capitalization was highest in APS in class IX. The total of punctuation used [unnecessarily ], the highest was APS in class VIII. In the category of punctuation used wrongly in the total, APS had the highest mean rank among school. In the total of subject verb disagreement APS had the highest. In the categorization of total, the mean rank was higher in class IX in capitalization and in class VIII in punctuation and subject verb disagreement.

5.4.2 Case Summary
The case summary of Assignment 2 showed a maximum of unmarked items. However, the following shows that marked is more in these cases:

1. Unnecessarily used Articles (M- 11, UM- 10).
2. Lack of agreement with antecedent (M- 9, UM- 6)
3. Unnecessarily used Pronoun (M- 6, UM- 3)
4. Omitted pronoun when needed (M- 6, UM- 3)
5. Incorrect form of pronoun (M- 16, UM- 9).
6. Incorrect choice of Auxiliary (M- 29, UM- 25)
7. Auxiliary used Unnecessarily (M- 20, UM- 10)
8. Auxiliary omitted when Needed (M- 29, UM- 18)
9. Incorrect Verb Form (M- 140, UM- 63)
10. Incorrect Verb Choice (M- 17, UM- 10)
11. Verb omitted when Needed (M- 15, UM- 5)
12. Incorrect Syntax (M- 16, UM- 4)
13. Incorrect Subordinate Clause (M- 21, UM- 8)
14. Omission of Subject (M- 5, UM- 4)
15. Omission of Noun Phrase (M- 9, UM- 3)
16. Incorrect choice of Coordination (M- 13, UM- 6)
17. Unnecessary repetition of Coordination (M- 7, UM- 2)
18. The First Word in a Sentence not Capitalized (M- 38, UM- 20)
19. Pronoun ‘I’ not Capitalized (M -11, UN – 4)
20. Overuse of Capitalization (M- 38, UM- 28)
21. Omitted Period at the End of a Sentence (M- 31, UM- 24)
22. Omitted Period at the end of abbreviation (M- 3, UM- 2)
23. Omitted Question Mark (M- 4, UM- 4)
24. Omitted Comma (M- 30, UM- 21)
25. Overuse of Punctuation (M- 19, UM- 17)
26. Incorrect Word Choice (M- 59, UM- 51)
27. Wrong Word Formation (M- 20, UM- 15)
28. Omitted Preposition (M- 23, UM- 18)
29. Preposition Used Unnecessarily (M- 7, UM- 3)
30. Wrong Spelling (M- 134, UM- 95)
31. No Subject-Verb Agreement (M- 49, UM- 45)
32. Omitted Word in a Sentence (M- 26, UM- 17)
33. Unclear Idea (M- 69, UM- 29)

The highest number among marked form is incorrect verb form (140), followed by wrong spelling (134), unclear idea (69), and incorrect word choice (59). The lowest among marked are the items like- omission of subject (5), omission of Noun Phrase (9),
lack of agreement among antecedent (9), unnecessarily used pronoun (6), and omitted pronoun when needed (6).

The result which shows a number of marked items may be accounted by the fact that in Assignment 2, a questionnaire was given to the teachers before the assessment which could have made them more aware of the various aspects of assessment. Another reason could be the essay task which was given as in class activity keeping the level of the learners in mind.

5.5 Comparative Results (Assignment 1 and Assignment 2)

A comparison between Assignment 1 and Assignment 2 shows the following results:

The first component shows differences with regard to a number of items which have been listed. In case of schools and classes among the unmarked category, the commonality was in the ‘no subject-verb agreement’ category. In Assignment 1 the mean rank was highest in AMU and in class IX. In Assignment 2 the mean rank was highest in APS and in class VIII. Assignment 1 showed a total of nine categories as unmarked, whereas Assignment 2 showed a total of five categories as unmarked. This could be accounted for, by the fact, that the teachers had been given the questionnaire which surveyed their attitude towards the assessment procedures. Under the controlled conditions in Assignment 2, therefore, showed a reduction of unmarked categories suggesting greater attention towards the task given. The reduction in the marked category in Assignment 2 could further be accounted for by the fact that Assignment 2 was a class activity where the students were briefed about the task and the assessment. Under such controlled conditions the errors on account of neglect, carelessness, overuse and underuse of certain items showed reduction.

In the category of class, the unmarked category showed a reduction in Assignment 2. There was no category which was common here between the two sets of Assignment in
the unmarked category. There was no significant difference in the marked category among the classes.

Among the schools the unmarked in Assignment 1 showed 6 items, whereas in Assignment 2 it showed two items. The commonality here was the auxiliary omitted and proper noun not capitalized. The marked category in both does not show any commonality but a reduction in Assignment 2. In Assignment 1 in the unmarked category it was AMU which was highest, followed by IPS and APS. In Assignment 2 in the unmarked category it was IPS which was the highest followed by APS, whereas in the marked category it was AMU followed by APS.

Assignment 1 showed significance in simple sentence with AMU showing the highest mean rank followed by IPS and APS. Further it was class VIII which showed a higher mean rank than class IX. Significance shown in simple sentence was an indicator of the use of simple sentences in both the classes and in the schools, thereby avoiding the use of compound and complex sentences. Assignment 2 shows significance in wrong capitalization with IPS as highest. Further the total punctuation used wrongly showed significance with APS as highest along with total subject-verb disagreement with APS as highest.

5.6 Teacher’s Questionnaire

With regard to question number 1, 2 and 3 which dealt with the importance and need of assessment, all our teacher respondents agreed that assessment was necessary. Research has shown that assessment is an important teaching-learning tool. Accordingly, all 9 teachers agreed with the statement that assessment was a necessary part of any training programme. Question number 5 and 6 dealt with the kind of testing that takes place in a classroom. In question number 5, 3 out of 9 respondents agreed that informal assessment is done through standardized testing, whereas the rest 6 teachers disagreed with the idea. Even informal assessments can be conducted through standardized testing in a
classroom. Regarding question number 8, 8 teachers agreed to the widely known fact that formal assessments are conducted through standardized testing while 1 disagreed. Question 4 and 7 dealt with the attitude of the teachers towards teaching of writing in a classroom. Responding to question no. 4, 6 teachers reported that they considered writing as a very important skill in the learning of a language while 3 reported it as an important skill. The response to this question as 'very important' and 'important' fairly demonstrates teachers' positive and serious attitude towards writing as a skill and its teaching as well. However, responding to question number 7 which asked them about how much time should be devoted to writing in a week, 5 respondents marked 21% to 50% while 2 marked 51% to 75% and 2 thought 0% to 21% of time should be given to writing in a week. There is a limited amount of time allotted to every subject in a classroom. No special period devoted exclusively to writing skills, burden on teachers to complete the class course in time, large class size, and correction overload etc. are some of the reasons due to which teachers think of devoting limited amount of time to such an important cognitive skill. All these factors influence teachers attitudes and willingness to teach complex and gradual skill like writing. Although they all recognized the importance of writing as a major skill to master, however, certain factors may affect their attitudes in nurturing effective writing skills in students. This is apparent from the response that only 2 teachers agreed to devote 51% -75% of time to teach writing in a week.

Correcting and responding to students' works is an important part of a teacher’s job. Most of the teacher’s time is devoted to correcting students’ work and responding to them. Question 8, 9, 10, 11, 12 and 13 dealt with the teacher correction based on specific criteria. 5 teachers responded to question number 8 saying that they ‘always’ corrected the class work, while 4 of them marked ‘frequently’. Regarding the response on corrections made on homework in question number 9, 7 teachers marked ‘always’ while
2 teachers marked ‘frequently’. And all the nine teachers agreed that they had criteria for correction. Almost all the note books were found to be corrected by the teachers in each school. Analysis of Assignment 1 and 2 showed that there was more focus on grammar and other features than on content and organization. This preference of form over content was clearly apparent in the response given to question number 11 which required the teachers to mark the order of their preferences while correcting the written work. Only 2 teachers gave their preference to content and organization indicating their broader understanding of the writing as a cognitive skill, while 2 respondents did not respond to the question, whereas 5 others gave priority and preference to capitalization, spelling, grammar, etc. The teachers were asked in question number 12 whether they could use the items listed in question number 11 as a checklist for correction. 4 teacher respondents marked ‘yes’ while 3 marked ‘may be’ while the same two who did not respond to question number 11 did not respond to question number 12 at all. All the 9 teachers agreed to the idea in question number 13 that a correction checklist is very effective for learners. Research has found that a checklist not only eases the task of a teacher while correcting and responding to students’ work, involving students in its creation enables them to understand the criteria for correction and provides them with a better understanding of the task. In this way, students learn to assess their own work as well as of their peers. Checklists can be very effective for the teaching and learning of writing in a classroom.

Question 14, 15, 16, 17 and 18 inform us about the attitude of the teachers towards the mistakes committed by the learners. Responding to question number 14, 6 teachers reported that they ‘always’ followed up to see if the mistakes have not been repeated, while 3 reported ‘sometimes’. This is very crucial for writing teachers to know whether the students have overcome their mistakes in subsequent writing tasks. It is important to monitor students’ progress in learning in every possible way. Repetition of mistakes
shows the lack of students’ understanding of a concept. In such cases, teachers should make every possible effort to work with students in improving them. Conferencing with them, giving them drill exercises can be used to improve their mistakes. Focused teacher correction on specific targeted aspects like ideas, vocabulary, spelling, tenses etc. would provide direction to the classroom. Responding to question number 15, 4 teachers reported that they ‘sometimes’ left the mistakes unmarked, while 4 teachers believed that they ‘never’ left the mistakes unmarked, whereas 1 teacher informed that she ‘often’ left the mistakes unmarked. May be, her correction centered on focused aspects of writing.

Question number 16 elicited teachers’ view on how they indicated their correction. 3 teachers preferred to circle the mistakes, 3 underlined and comment, while 2 circled, underlined and comment, and 1 preferred to underline the mistakes. Question number 17 dealt with the issue of diagnosing students’ weaknesses in writing. 7 out of 9 teacher respondents reported that they were very often able to diagnose problems in writing, while the rest 2 teachers responded to ‘not very often’. The students’ writing samples are already a witness of their strengths and weaknesses in writing. The teachers while evaluating the students’ work could easily diagnose the students’ strengths and weaknesses in writing and direct their instruction accordingly.

Question 18 required the teachers to inform what they do if the mistake persists. 8 teachers adequately addressed the question while 1 did not. For example, respondent 4 commented in the following way:

Talking to the students personally, giving them a chance to talk freely, understanding the problem and suggesting ways to improve were some measures which were undertaken.

This sort of response explicitly states the teacher’s attitude towards her students’ mistakes. Classroom is a mixture of both good learners and poor learners. Some learners, therefore, are quick to master the writing skills while others develop them late. Question 19 (a) and (b) dealt with the assessment difference between good and poor writers. 6
teachers agreed to the question number 19 (a) that their assessment/evaluation differed in case of good and poor writers. While 3 of them thought that there should be no difference between the assessment/evaluation of good and poor writers. Question number 19 (b) required them to comment on why they think there should be difference or no difference between the assessment/evaluation of good and poor writers. Poor writers need more attention and clarity in writing. Teachers’ responses indicated that teachers willingly work on such poor writers who need more guidance as is evident in the response provided by respondent number 1, “Minute observation for poor writers and help is provided. Good writers are appreciated for their work”. The responses suggest the ability of the teacher to mark a distinction between unskilled and skilled writers. This leads to a difference in the way they approach the learning outcomes through the tasks which they give. Likewise, respondent number 4 stated that teachers should make no difference between the assessment/evaluation of good and poor writers, however, emphasized the need of paying more attention to the poor writers. And they should encourage them to overcome their difficulties in writing by practice. The analysis of Assignment 2 showed that good writers in all the three schools planned before writing. Their essays were properly organized and divided into separate paragraphs, each paragraph containing an idea. Besides, their essays seemed to be more revised than that of other writers. Some of the students wrote rough drafts before actually producing the final ones. In a 45 minute period they were able to produce a rough and fair draft at the same time. Good writers focused more on ideas, content and organization than on grammar. The essays were long and well written.

Poor writers, on the other hand, focused on grammatical features. Their essays lacked content and were haphazardly organized. Some essays were incomplete while others had spelling, vocabulary and punctuation errors in them.
Practicing writing throughout a session will naturally result in acquiring better writing skills and transforming into good writers. 5 teachers agreed to the question number 20 that at the end of the session significant change occurred in the writing ability of the writers, 2 of them marked ‘not always’, while 1 disagreed to the idea. By the end of the session students should understand the prerequisite of the good writing, master all the pre writing and writing techniques and know how to read and revise their own work. Such developments will make them skilled writers who have mastered the skills of good writing. May be all the 5 teachers had observed some such significant changes and improvements in their students’ writing. As a writing teacher, it is necessary to develop maturity in students’ writing. Teachers in cases where students do not show any sign of improvement in the writing skills at the end of a session will have to immediately redirect their teaching pattern, go through syllabus once again, and try to talk to the students and parents individually to know what actually the problem is. Question number 21 dealt with the problems faced by the learners in writing. All the 9 teachers responded to the question and suggested various points. For example, 2 teachers viewed learners’ incapability of expressing ideas clearly as a major problem in their writing. 3 teachers considered their lack of grammatical proficiency as reflected in their use of tenses, appropriate use of auxiliaries etc. 2 teachers thought spelling as a major area of difficulty in writing, while the rest 2 thought organization of ideas as problematic in student’s writing.

The longest section was question number 22, consisting of 20 statements which required teachers to either agree or disagree with them. Most of the statements were a summary of previously asked questions. For example, question (i) and (ii) dealt with the position and place that writing held in a language classroom. Responding to question 22 (i) 4 teachers strongly agreed that the ability to write is an important aspect in second language instruction while 4 simply agreed and 1 disagreed with the idea. It may be possible that
the teacher who disagreed gave emphasis to other skills like reading and speaking. Similarly, responding to statement (ii), one teacher strongly disagreed that writing has been a neglected skill while 6 simply disagreed with the notion, whereas 2 agreed to this. Statements (iii), (iv) and (v) informed us of the teachers’ view on assessing students’ writing. Assessment was defined in various ways in all the three statements and respondents were asked to either agree or disagree with the idea that was presented regarding the assessment of writing. For example, 2 teachers strongly agreed to the idea in statement (iii) that assessing a task meant dealing with evaluating the appropriateness of response, whereas 5 teachers agreed, 1 disagreed and 1 was undecided. Likewise, 2 teachers strongly agreed to the idea in statement (iv) that assessment of writing meant checking grammatical structure, while 3 agreed, 3 disagreed, whereas 1 was again undecided. Also, 3 strongly agreed to the idea in statement (v) that in class assessment can be done in a number of ways, while 4 agreed and 1 disagreed, while 1 went undecided.

Statement (vi) sought teachers’ view on checklists. It asked them whether distributing assessment checklist to the students beforehand would be useful in their writing. The results showed that 1 respondent marked undecided, 1 disagreed, while 5 teachers approved it and the 2 strongly agreed to the idea of incorporating checklist in a writing classroom.

Statement (vii) required teachers to give their response on whether the follow up of the assessment procedure is not always possible. 5 teachers agreed that follow up procedure was not always possible due to practical difficulties such as large class size, limited time allotted, and correction load etc. These teachers may be aware of the need and usefulness of the follow up of the assessment procedure but they may have problems in the practical areas. 3 teachers disagreed, while 1 did not respond.
Statement (viii) dealt with the teachers’ response on writing errors. It sought their response on whether repetition of errors in students’ writing indicated ineffectiveness of teachers’ assessment. Responding to this, 5 teachers disagreed to it indicating reasons other than teachers’ inability to assess efficiently. 3 teachers agreed, while 1 strongly agreed.

Statements (ix), (x), (xi), (xii), (xiii), (xiv) elicited teachers’ view on various aspects of writing like content, mechanics, word choice, vocabulary, organization and logical sequencing. Responding to statement number (ix), 4 teachers agreed that assessment should be focused on the content of the task not on the mechanics of writing, while 4 disagreed, whereas 1 did not respond. Similarly, 3 agreed to statement (x) that priority should be given to what is written than to how it has been written, whereas 6 disagreed with it. Put another way, this statement meant to state that content should be preferred over form. Responding to statement (xi) which focused on word choice as an important aspect in writing, 2 teacher respondents strongly agreed, while 7 too showed agreement with the idea. Statement (xii) echoed the same idea as in (xi) on vocabulary as being an important aspect in writing skills. Responding to it, 4 teachers strongly agreed, while the rest 5 too agreed to it. Similarly, statement (xiii) elicited teachers view on the organization of ideas, 3 teachers agreed that organization of ideas was usually not given much attention, while 6 disagreed. Statement (xiv) elicited their view on whether they viewed logical sequencing as an aspect of organization. 2 teachers showed strong agreement, 6 others too agreed, but 1 disagreed with it.

Statements (xv), (xvi), and (xvii) elicited their view on self assessment and peer feedback. Statement (xv) asked whether they considered it important to ask the learners to check their own work before submitting it. 4 teachers strongly agreed with the idea of self-assessment, 3 teachers also showed agreement, while the rests 2 disagreed. Likewise, statement (xvi) required whether the students could correct some errors in their
writing themselves during revision. 4 teachers strongly agreed, 4 too agreed with the idea of students looking for errors in their writing while 1 disagreed with the concept. 4 teachers strongly agreed to the statement (xvii) that peer correction was an effective way to deal with evaluation, while 2 agreed, 2 disagreed, whereas 1 was undecided. Regarding statement (xviii), 1 teacher respondent strongly agreed that marginal comments were more effective than end comments, whereas 6 agreed and 2 showed disagreement. On observing and analyzing teachers’ response on students’ writing in Assignment 1 and 2 of the research, it was found that works that bore teachers’ comments on them were corrected carefully and in a detailed manner. Students read the comments and incorporated all the points as mentioned by the teacher. Along with the checklist that gives the criteria for correction, teachers should write comments on students’ works as well. This provides a better understanding of the view of students’ writing.

The last two statements dealt with the diagnosis of the learners’ problems. Statement (xix) required the teachers to give their view on whether poor writers needed more attention and diagnosis of their problems. 5 respondents strongly agreed, while 3 simply agreed, and 1 disagreed. The last statement (xx) required the teachers to give their view on whether teachers needed to diagnose the learner’s problems over a considerable period of time. 2 teachers strongly agreed, while 6 agreed and 1 disagreed with the statement.

5.7 Reflection on Observation and Data Interpretation

Talking to the teachers, observing note books and students’ performances while they were writing and analysis of the results revealed that learning was not documented formatively in the classrooms. Also, most of the teachers did not plan their instruction to guide learning. Students were not given actual learning environment rather the focus was on successful completion of the course. There was very little place for writing in the
classrooms where English was taught as a subject. The teachers rushed through the content without actually capturing the essence and skills that the unit aimed for. The schools’ administrations held teachers accountable for the dissemination of course before the summative evaluations. Therefore, their conversation was built around course completion and wind up issues rather than the acquisition of skills and knowledge. The success of the classes with respect to others was illustrated to the principals and school administration through statistic measures and grades. Clearly, in such an environment actual learning suffers at the cost of performances demonstrated through tests. With the position of overall learning is so slow, writing skills development which requires extensive practice, real learning environment, enough time to plan, think, discuss, revise, assess, and reflect finds no place in such classrooms. Obviously, in a 45 minute period, how much writing can take place in English as a subject?