

**AN ANALYSIS OF ENGLISH LANGUAGE LEARNING
AT SCHOOL LEVEL IN URBAN AND RURAL AREAS
IN ANDHRA PRADESH[@]**

*A Thesis Submitted to the University of Hyderabad in Partial Fulfilment
of the Requirements for the Award of*

**DOCTOR OF PHILOSOPHY
IN
TRANSLATION STUDIES**

**BY
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FEBRUARY-2017.



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I, **Thotapally Anjaneyulu**, hereby declare that this thesis entitled, “**An Analysis of English Language Learning at School Level in Urban and Rural Areas in Andhra Pradesh@**” submitted by me under the guidance and supervision of **Prof. G. Uma Maheshwar Rao** is a bonafide research work which is also free from plagiarism. I also declare that it has not been submitted previously in part or in full to this University or any other University or Institution for the award of any degree or diploma. I hereby agree that my thesis can be deposited in Shodhganga/INFLIBNET.

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Parts of this thesis have been:

A. Published in the following publications:

1. A Critical Analysis of the English Language Textbooks in Andhra Pradesh, India. *International of Research in Foreign Language Education and Applied Linguistics, ELT Research Journal*, 2014, 3(4), pp. 181-200 (ISSN 2146-9814).
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Further, the student has passed the following courses towards fulfilment of the coursework requirement for Ph.D was exempted from doing coursework (recommended by Doctoral Committee) on the basis of the following courses passed during his M.Phil programme and the M.Phil degree was awarded:

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ABBREVIATIONS

CBSE	:	Central Board of Secondary Education
Eng	:	English Language Learning
ERP	:	Extensive Reading Program
F	:	Female
FVR	:	Free Voluntary Reading
Govt.	:	Government
GHMC	:	Greater Hyderabad Municipal Corporation
ICSE	:	Indian Certificate of Secondary Education
IL	:	Interlanguage
Loc	:	Location
L1	:	First Language
L2	:	Second Language
M	:	Male
MBNR	:	Mahaboobnagar
NCF	:	National Curriculum Framework
NLG	:	Nalgonda
PS	:	Primary School
R	:	Rural
RIE	:	Regional Institute of English
RR	:	Rangareddy
SCERT	:	State Council of Educational Research and Training
Tel	:	Telugu
U	:	Urban
UPS	:	Upper Primary School
ZPHS	:	Zilla Parishad High School

Chapter 1

Introduction

1.0 Introduction

English in India is a symbol of Indian colonial past and our hangover of the British regime. The visible impact of the global presence of English has seen the proliferation of English medium schools everywhere. The multinational market forces blind to the native, local needs and aspirations, to find market for their products and cheap labour for their industry, unduly force government to come up with curricula that introduce English at an early educational stage of schooling. The National Curriculum Frame (NCF) 2005 put a lot of emphasis on the use of the child's mother tongue as a medium of learning at the primary level. The experts have consistently advised a relatively late introduction of English. The dissatisfaction with this suggestion is evident in the escalating numbers of private English medium schools and the early beginning of English in State schools. The level of introduction of English has now become a matter of State policy. This is in contra wires to UNESCO's the language policy at primary education and academic debate on the merits of mother tongue as medium of early education.

English in India is perceived as the international link language. For various historical reasons, English has, for more than two hundred years, been growing in the Indian socio-cultural setting. It is the associate official language. The language policy in India is that schools teach children following the three-language formula: the first is regional/State language, second is Hindi and third is English. English in the country is treated as a foreign or second language. It is neither the official language, (generally, in India it is used as an official language in office by the bureaucrats) nor a medium of instruction in majority students nor used in business communication in the society. However, it is used in exchanging of the ideas, thoughts and agreements with the other countries of the world. In various States and Union Territories, English language is taught as a subject, as a second language in schools.

Though, the spread and existence of the imperial colonies have come to their logical end the language of the empire, however, has not seen the same fate. The multiplicity of languages, ethnic groups, and cultural distraction probably found the common medium in English. In the absence of an efficient, comprehensive policy for language management, English was an easily found answer as a common medium of expression and communication between various ethnic communities speaking distinct languages.

1.1 School Education in Andhra Pradesh[@]

Each state in the country has its department of education that runs its school system with its prescribed textbooks and evaluation system. The state drives many state run schools, as well as private schools. All infrastructure of the government runs schools is owned by the government, and it provides the staff from its resources. These are known as government schools. The fees are quite nominal in such schools. Then there are privately owned schools with their buildings, infrastructures and the management sponsor these. The fee collection is high and the teacher's salaries are paid by them. Those schools mostly located in urban areas. The last kind consists of schools that are provided grant-in-aid by the government, though the school was started by a private agency in their land and buildings. The grant-in-aid is meant to help reduce the fees and make it accessible for poor families to send their children to the schools.

Consequently, government schools are of three types, i.e., Primary Schools (PS) Mandal Praja Parishad Upper Primary Schools (UPS), Zilla Parishad High School (ZPHS) or Municipal Schools. Classes taught as part of school education are primary (PS) classes (age 6-10), upper primary (UPS) classes (age 11-12), and high school (HS) classes (age 13-15). Telugu is the official and regional language in the state of Andhra Pradesh[@] (@ indicates formerly united Andhra Pradesh that included Telangana). Hindi and Urdu speakers are included in other linguistic groups. The majority of the schools in Andhra Pradesh[@] are affiliated to the State Board of Secondary Education (SSC). Only a small number of schools are affiliated to Central Board of Secondary Education (CBSE) or Indian Certificate of Secondary Education (ICSE) or the State Board.

English is introduced as a subject in class III for non-English medium schools in Andhra Pradesh[@]. The teaching and learning of English in urban and rural areas schools were characterised by the diversity of schools, medium, classroom and teaching of textbooks for the purpose of passing the academic examinations to get promoted to the higher class. It is crucial at this stage to try and understand language the way in which English is taught and learnt in government schools across the Andhra Pradesh[@] (@ indicates formerly united Andhra Pradesh that included Telangana). An analysis of the textbook patterns for language learning with all aspects has indicated the completely inappropriate nature of the books and the lack of a comprehensive strategy for English Language Learning (ELL), also the competence of the teachers to understand and teach the texts of the classes. English at school level is to help the learner develop into a fluent

speaker of English. At the end of the course, learners should be able to use English with accuracy, fluency and appropriate speaking skills.

1.2 Implementation of English Medium in Government Schools

With English increasingly becoming the preferred language of the education system in Andhra Pradesh[@], the Ministry of Primary Education has decided to lay an emphasis on learning English right from class-I in its schools. Accordingly, English would now be taught as the second language from class I in all the government schools from the academic year of 2011-12 in Andhra Pradesh[@]. This means that “the basic idea is to provide access to children from the sections of the poor background as well as rural areas to English education right from class I rather than class III (the previous policy) so that they compete with students from private schools”(MHRD Report - 2005).

Table 1.1: Statement of the Students Enrolment in Govt. and Private Schools in the Primary and UP Level

Year	Govt		Private	
2009-10	55.72%	- 28.76%	44.28%	+26.76%
1995-96	84.48%		17.52%	

(Sources: RIE Report, 2009-10)

A report by the Regional Institute of English (RIE, Bangalore) has established that the percentage of enrolment of students in Government schools has drastically reduced from 84.48% to 55.72% in primary and upper primary schools, whereas, admissions in the private residential schools increased from 17.52% to 44.28% in the period from 1995-96 to 2009-10 in Andhra Pradesh[@].

Table 1.2: Statement of the Students Enrolment in Govt. Schools for Class I-X

Year	Telugu		English	
2009-10	65.54%	- 17.93%	31.66%	+17.89%
2000-01	83.47%		13.77%	

(Source: RIE Report, 2009-10)

In respect of Telugu medium, enrolment percentage in class-I to X for the period of 2000-01 to 2009-10 in Government schools reduced from 83.47% to 65.54%, while English medium enrolment increased from 13.77% to 31.66%. However, these statements

do not refer to the mismanagement of schools by the Government, leading to the increasing dropout rates in English medium schools (Uma Maheshwar Rao, 2016).

The report also stated that most parents in rural areas are withdrawing their children from government Telugu medium schools due to lack of English teaching. RIE has recommended the introduction of English from Class I without making it a burden for the children to learn it most effectively in the early years. The Government of Andhra Pradesh[@] hopes that the introduction of English from class I will help in increasing the enrolment of students and helping them at a later stage of their education. The State Council of Educational Research and Training (SCERT) had also proposed the introduction of English as a second language from class I in government schools and recommended development of effective course textbooks from class I to V reflecting effective pedagogy as recommended by NCF-2005. It also recommended the development of appropriate reading material and learning cards for effective English language acquisition and developing textbooks in coordination with the RIE.

SCERT has developed the state curriculum framework-2011 and position papers in tune with the NCF-2005 and Right to Education Act-2009. Accordingly, a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks was developed for classes I, II, III, VI, and VII. In the year 2013-14 for classes of IV, V, VII and IX and class X textbook in 2014-15. Hitherto, English was introduced in non-English medium schools in class III. The Government of Andhra Pradesh[@] introduced English for the first time in class I in 2011-12 in all non-English medium schools also. In the academic year 2012-13, English has been introduced in class II in all non-English medium schools. With this, all classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among the students of English and non-English medium, a common English textbook has been introduced in all media from the academic year starting in June 2012. Moreover, since information technology enabled to learning, multilingualism, and language across the curriculum would greatly enhance learning by the children, it would not be a problem for the non-English medium children to learn English as effectively as the child in English medium does (Our World Through English, 2012. p.iv).

1.3 Definition of an English Language Learner

Language learning, whatever way it occurs in a naturalistic manner or an instructed context, takes time and is the laborious process (Rod Ellis, 1993 & 2008). Learners need

to have exposure to the target language. The language input and motivation (Krashen, 1985) are essential for learning a language as second or foreign language.

English language learners are those whose prime language is one other than English (Diaz-Rico, 2013). Often, a language difference may lead to difficulty in speaking, reading, and writing in the English language as well as the poor overall academic achievement (Bowman-Perrott, Herrera, & Murry, 2010). According to Freeman & Freeman (2003) English language learners are of three types:

- i. Newly arrived learners who have adequate formal schooling.
- ii. Newly arrived learners with limited or no formal schooling, and
- iii. Long-term English language learners

Research indicates that the newly arrived learners with limited or no formal schooling and the long-term English language learners will struggle to reach academic goals over time (Freeman & Freeman, 2003; Olsen & Jaramillo, 1999).

1.4 Definitions of Language

According to Sapir (1921, p.8) “language is a purely human and non-instinctive method of communicating ideas, emotions and desires using voluntarily produced symbols.” In another definition by Bloch & Trager (1942) “A language is a system of arbitrary vocal symbols by means of which a social group cooperates.” This definition takes into an account of the communicative language task. Chomsky (1957) defined language as “a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements.” With the publication of *Syntactic Structures* (1957), Chomsky ushered in a movement known as transformational grammar. According to him, all natural languages, in their spoken or their written form are languages in the sense of definition since each natural language has a finite number of sounds in it and a finite number of letters in its alphabet. Although there may be indefinitely many distinct sentences in the language, each sentence can be represented as a finite sequence of these sounds. Every sentence must qualify certain criteria on the basis of which a distinction between grammatically correct expression or a sentence and an ungrammatical expression or a non-sentence can be made. These principles determine the construction of larger text and discourse. Furthermore, some of these principles are such that anyone violating them might reasonably be accused of breaking the rules of language.

Lyons (1981) comments that this definition varied markedly from previous definitions of language in its salience about both the communicative function and the symbolic properties of language, it instead focused on the essential structure of language in a way that was mathematically precise.

The language is defined as a means of communication. A system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work *Cambridge English Dictionary* (2014). Thus, the system of communication in speech and writing that is used by people of a particular country (*Oxford Advanced Learner's Dictionary*, 2000). According to Harris (1980) it has been suggested that;

anyone who asks 'what is a language?' must expect to be treated with the same suspicion as the traveller who inquires of the other passenger waiting on the platform of whether they can tell him the way to the other railway station...the language user already has the only one concept of a language worth having (pp.1-3).

Noam Chomsky (1957) believes that "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." On the other hand, according to Halliday (1973)

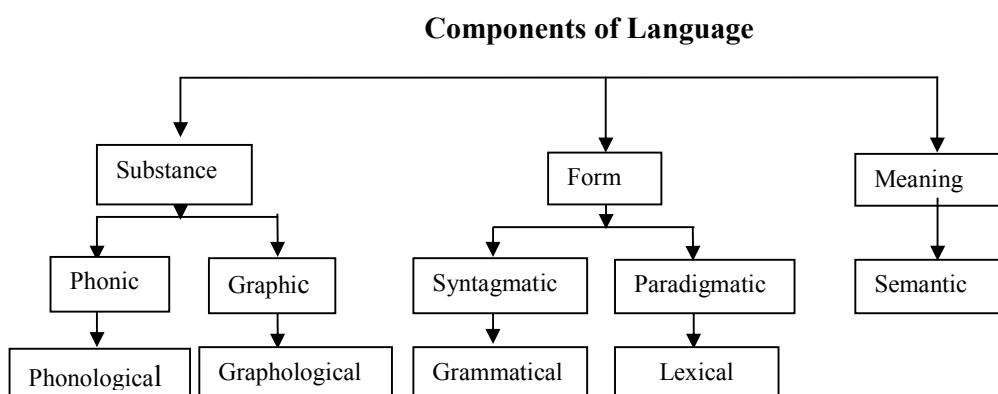
Language is a range of possibilities, an open-ended set of options in behaviour that are available to the individual in his existence as social man. The context of culture is the environment of any particular selection that is made from within them.

Harris (1980, pp.1-3) has also proposed two conflicting issues on language. On the one hand, he says "it could be regarded as an autonomous system; on the other hand, as inextricably bound up with social and contextual factors." It is a distinctively human possession.

1.5 Language Components

Language is generally defined as a means of communication. It is a distinctively human possession. Human beings communicate their experience through language. People utter sounds (or write letters) to convey meaning and learners (or readers) process the sounds (or letters) to get the meaning.

It is established that language is organised into substance (sound, visual), structure (form) and meaning as the three basic components of language as a system of communication. Language can be said to be organised at three levels, which are phonological, syntactic and semantic. The phonological aspect deals with sounds and structure as their organisation. The syntactic aspect deals with the form of sentences. The semantic aspect deals with meaning and its manifestation in the phonological and syntactic patterns of language. Language components are diagrammatically explained below:



(Source modified after: Littlewood. 1984: 262)

1.6 Language Learning

Learning involves the interaction of existing knowledge (be it attitude, content, world views, languages, etc.) with incoming new knowledge. This activity naturally differs from person to person. Each learner brings different skills into the classroom.

Learning is something that happens inside the mind of the learner. It could be the results of planning in schools, i.e., of teaching or it could happen through experience inside or outside the school. Learning, in other words, can occur even without systematic structural planning. Often this kind of informal learning could be even more effective than through planned instruction.

NCF-2005 has made few of the basic conditions for learning a language as a second or foreign language in the rural Indian settings as listed in the following:

1. Proficiency of language teacher,
2. Amount of exposure,
3. Motivation,
4. Materials that would provide opportunities for the learner and teacher to act and react and move beyond the texts.

1.7 Theories of Language Learning

1.7.0 Behaviourism

Behaviourists believe that learning, both verbal and non-verbal, takes place through the process of a habit-formation. Learners are exposed to the language in their school, family and neighbourhood. The learners try to imitate the people around them. If the imitation is correct, they are rewarded, and this motivates them further for imitation leading to reinforcement and habit formation. The behaviourists think that learners should be corrected as soon as they make mistakes in order to avoid fossilisation.

The major proponent of this approach is B. F. Skinner, whose book *Verbal Behaviour* (1957) expounds the major tenets of behaviourism. According to behaviourists, language learning is behaviour. It is not a mental phenomenon. Language acquisition by human beings is equated with the learning process of animals. Learners start as 'clean slates', and language habits are the impressions on them. According to Littlewood (1984, p.5) outlines the salient features of behaviourism include the following:

1. The child imitates the sounds and patterns which it hears around her/him.
2. People recognise the child's attempts as being similar to the adult model and reinforce the sounds, by approval or some other desirable reaction.
3. In order to obtain more of these rewards, the child repeats the sound patterns, so that these become habits.
4. The child's verbal behaviour is conditioned or shaped until the habits coincide with adult models.
5. Language acquisition depends on a chain of stimulus-response activities, in which imitation, repetition; memorisation, reward and reinforcement play a significant role.

1.7.1 Cognitive

In the cognitivism, "learners find for themselves underlying rules of the language they hear, form their hypotheses about the language and come out with new sentences. For them, language learning involves exposure to the language, hypotheses formation, and conformation of the hypotheses or re-formulation of the hypothesis. They look at errors as part of the learning process" (Chomsky, 1957).

This theory is also known as 'innateness hypothesis' because the child's brain contains certain characteristics which pre-structure it in the direction of language learning. Noam Chomsky (1957) claims that children are biologically programmed of language learning and the language develops in the child in the same way that other biological functions develop. According to him, the environment makes the only basic contribution while it takes people available for the child to speak.

According to the cognovits, the mind are the sole source of human knowledge. The mother tongue (L1) acquisition is one of the major events in the psychological maturation of the human child. Every child is born with an inbuilt language-learning mechanism. The child plays an active role in learning a language and is not a passive recipient of socially accepted language patterns. Learning a language is not memorising an infinite number of sentences but a creative process of learning a finite set of rules that enables one to form sentences of one's own. While learning a language, the child constructs a mini-grammar. She/he keeps testing her/his hypotheses about language all the time. The wrong hypotheses are rejected and the correct ones retained. Language acquisition may thus be described as the progress from a 'mini-theory' to a 'maxi-theory' (Lightbown, P. and N. Spada, 1993).

1.7.2 Humanism

Earl Stevick (1980) in his book Humanism suggests that it is difficult to define what humanism is, so he chooses to say what is not and present a caricature of a non-humanistic classroom. In a traditional non-humanistic classroom, something is taught because tradition has deemed that it should be taught. It is a course in which learner works mechanically from the rules in a book. They often mechanically repeat drills. The teacher is always in control. There is no genuine communication. There is no uncertainty in the learner's mind about whether they would come up with the right answer. There is no joy in doing the course except in getting good grades. There are three dimensions on which humanistic course differs from traditional courses:

1. An attention to the purpose of the learner that is, what learner is interested in and why they need the language. The emphasis is on the centrality of the learner rather than the supremacy of the teacher of the subject matter.
2. There is a shift in the balance of power in the classroom. The learner is no longer a passive or helpless entity. S/he is granted more autonomy, independence, responsibility and opportunities for being creative.

3. The assumptions about the process of learning differ. The focus is on learning about learning and awareness of awareness.

1.7.3 Interlanguage

The Interlanguage (IL) Theory is one of the early attempts to explain the knowledge of a second language within the field of second language acquisition. Initially, the word IL was coined by Selinker (1972) to describe the knowledge of an L2 as a set of structural rules or intermediate grammar constructed by second language learners on their way to the target language. Although this grammar is incomplete and imperfect in nature, Selinker argues, it forms a unified whole. Selinker sees this grammar as a product of different psychological mechanisms, and its development is not like that of a first language.

When a learner learns a second language, he begins at zero level, that is, no knowledge of L2. He knows only his L1. Gradually he moves towards the L1 or the target language. In the process, he goes through several stages of (IL) which form a continuum.

Mother Tongue

Target Language

(L1).....IL1.....IL2.....IL3.....L2

The term (IL) suggests that the learner's language will show systematic features of both L1 and L2. So we say that this system is a mixed or intermediate one. These characteristics of IL can be easily identified among the Telugu students as learners of English as a second language. As students progress from junior to senior levels of secondary school, one can easily identify the dynamic nature of their use of English. Students tend to add more English words and rules in their use of language, and their style progresses from being pidgin-like to a more native-like style. Obviously, their knowledge of English is incomplete and imperfect. For the students, it is a unified whole which they can use already as a medium of expression and communication at school.

1.8 Characteristics of a Good Language Learner

A number of researchers like Rubin (1975) and Naiman et al. (1978) have drawn up the following list as the characteristics of a good language learner.

1. Learner has an affirmative approach to learning the language,
2. Learner looks for opportunities to use the target language in meaningful situations rather than to mechanically practice the forms of the language,

3. Learner uses study techniques like making vocabulary lists,
4. Learner monitors his/her own errors,
5. Learner is not inhibited in using the language and is not afraid of making mistakes,
6. Learner is willing to take risks when using the language and
7. Learner adapts to different learning conditions.

According to Lightbown and Spada (1993, pp.35-50) we refer to the following list:

1. Intelligence
2. Aptitude
3. Personality
4. Motivation and attitude
5. Learning style
6. Age of acquisition
7. Intuition

1.9 Language Learning and Acquisition

As the researcher, a learner of a second language, here English, there are similarities as well as differences between the first language (L1) and the second language learning (L2). Still, we could learn about language learning by observing children acquiring their mother language. Children are very successful and master their mother language by the age of three or four. They enjoy learning, and it is suggested that they feel no strain at all in the process of L1. It is often claimed that L2 teaching methods recapitulate L1 acquisition and that learning L2 reactivates the process by which L1 was learnt.

1.10 Second Language Learning

The term acquisition is used for L1, and the term learning is associated with L2. An acquisition means the gradual development of ability in a language by using it naturally in communication situations. Learning means that a conscious process of accumulating knowledge of the vocabulary and grammar of a language.

Each language is structured differently, and the different structures offer users different suggestions to meaning. So when we learn our first language, our brain/mind

‘tunes into’ the way the particular language works, and we learn to pay attention to particular cues to meaning that is most helpful. When we encounter a new language, our brain/mind automatically tries to apply the first language experience by looking for familiar cues. Part of learning a foreign language is developing new understandings about the particular cues to meaning that the new language offers, and that differ from those of our first language. The transferability of knowledge, skills and strategies across languages depend closely on how the two written languages work.

As a part of second language learning (L2) teachers now have improved tools for analysing the language learning concerning the following:

1. The mind of the learner,
2. The nature of language, and
3. The skills of the teacher.

1.11 Factors Affecting Second Language Learning

As a learner to learn English language, success and failure depend on various factors. Strevens (1980. p.28) remarks that “maximum rates of achievements in the learning and teaching of a foreign or second language are typically produced when skilled and devoted teachers are encouraged by society and their profession to cherish willing learners.”

There are so many factors that affect the teaching-learning process in India. The students in India can be categorised into two; the first one has the regional language as the medium of study from the primary level and the other is having English as the medium of study. Hence, the problem of teaching English as a second language to the Indian students starts from the pre-schooling period.

Further environment and family background play a vital role in the success of this learning process. For instance, in countries like India, where the majority of the people are farmers and have a poor background in education. Moreover, the income of the majority of the families is not adequate. Hence, the parents are unable to provide good education to their children. In contrast, they are willing to engage the children in some jobs in order to earn money. This is the very basic reason and the affecting factor in teaching.

Secondly, the existing infrastructure, viz. school buildings, class rooms, language labs, etc., are not adequate as required. The first categories of the students are almost compelled to attend their classes under the trees even after several five-year plans.

The majority of the students come from villages, and their parents are farmers and illiterate. If nature fails, the survival of the farmers will be questionable. Hence, the students are mentally discouraged due to the family conditions and support. In the second category, the students have enough background in basic education since their parents are educated, and they do not depend on nature much. Many of the students from the second category join English medium schools and hence, do not find much difficulty in pursuing their higher education.

Moreover, the majority of the families of the second category live in towns and cities and hence, have easy access to quality education. But, the first categories of students score good marks in the examinations conducted. It proves that they have good writing skills in English. The only thing is that they have to be given training in English oral communication also. Hence, a common programme for English Language Teaching must be framed in the pre-schooling itself.

In the following, we focus on discussing some of the potential factors which can influence the learning of a second language thus resulting in a lack of success. As discussed earlier Spolsky (1989) refers to four groups of factors (Kp, A, M, O) as necessary conditions for any effective second language learning. In his argument, he stressed that a lack of any one of the four factors might result in no learning at all. This indicates the capacity of those groups of factors to influence the learning of a second language. They are therefore used here as categories which directly relevant to this study are categorised and discussed. Because these factors have no set or necessary order in their contribution to second language learning, they are presented as below Spolsky's four factors:

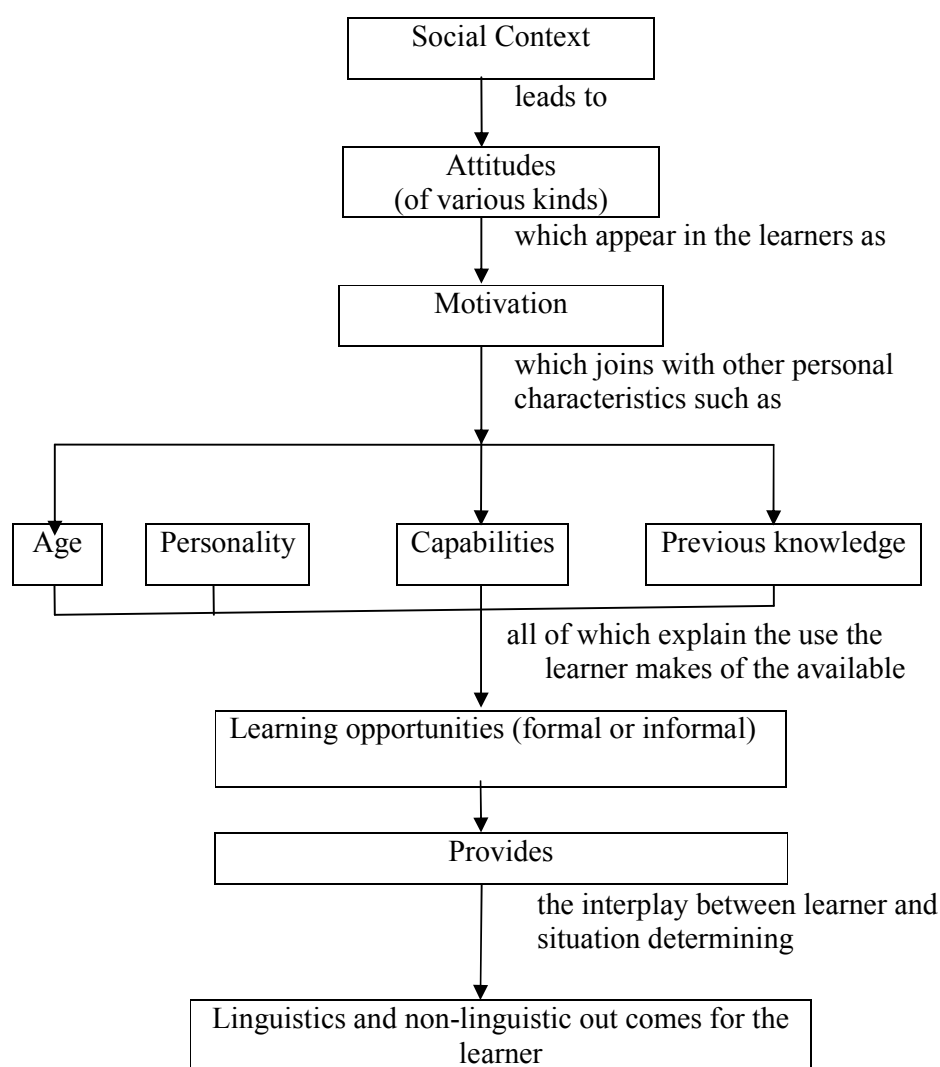
A - Various components of Ability, including physiological, biological, intellectual and cognitive skills, then with

Kp - Knowledge of the learner, including L1 and other knowledge,

M - Affective factors including attitudes and Motivation, and finally

O - Opportunity for learning the language.

Spolsky (1989, p. 28) has L2 learning model diagrammatically as in presented the following model of second language learning for the learners.



1.12 Background of the Study

Language learning is a complex process, and research has not yet been able to access the depths of the processes involved. It is simplistic to assume that whatever is taught by teacher or person will be learnt. Some learners are too brilliant that they learn much more than what the teacher ‘teaches’ in class and what they observed in the surrounding. In other words, their uptake exceeds the teacher’s input. There are other learners who are so slow that they fail to assimilate what the teacher teaches in class. Their uptake is much less than the teacher’s input. Then there are the mythical average learners who seem to learn only what the teacher teaches, i.e., nothing more, nothing less. Thus, while learning

second language depends on teachers and course books as well. The learners have shown different results in English when is taught by the teachers in class. Whereas, there are learners who would learn English for the sake of getting into upper grades. Learners may misunderstand on account of *medium*, *location* and *gender*. In this view, learning a language in terms of listening, speaking, reading and writing and with subject activities (Let's do), where in skills of the learner show low or high performance in English which we would like to find out problems with respect to location, medium and gender and with respect to the acquisition more skill in language learning.

1.13 Significance of the Study

This study is targeted to evaluate the learning of English as a second language in terms of quantity and quality through listening, speaking, writing and reading. Its findings can help in practical ways of assessing the quality of word knowledge, comprehending vocabulary and their objectives to improve. The researcher observed the learners, who came from the rural areas as well as those who studied in public schools, and those learners who have fear about the English. We kept focus on quandaries and experiences of those who opted the topic. Even though, students struggle to learn as English second language just to get a promotion to higher grades. After completion of every unit or lesson, students say that they are unable to do the homework due to lack of any knowledge of it. While the students feel that the teacher teaches a lesson in English, it is alien to them, very few understand and the majority expressed that they get more confused. In second language learning, it is very difficult for rural and urban government school children to get updated in various factors of the medium, method and system.

Now the learners have opted English as a subject at the age of four for English medium, at the age of eight or in the class third for Telugu medium students learn English as a subject to enhance their academic achievements and communication abilities. Simultaneously, who has opted English as a subject in the later age (class of 5th), they acquire the same knowledge and similar grades in various activities of the textbook, like who opted in the early age.

In this regard, no studies have reported in this area so far. The study provides useful information to the teachers, parents, school education administrators, and researchers in the field of education. Moreover, the study finds out the factors that influence the language learners, problems of government primary, upper primary, and secondary classes, to failure to learn English by backward classes' children. This enables to suggest

remedial measures improve the English language. Similarly, helps to identify where the learners, those failed to show any progress in English language activities and from those who have performed better. The study aims to evaluate the effect of the medium, location and gender and their performance and suggestion for the remedy.

1.14 Aim and Objectives of the Study

This study's main aim is to investigate the qualitative and quantitative aspects of learning within the terms of reading, writing, listening, and speaking with other subject activities including comprehension of vocabulary in English for the classes of 5th, 6th and 7th and in respect of Medium, Gender and Location of Government schools of Andhra Pradesh[@].

The main objectives of this study are to investigate the government primary and upper primary and secondary (higher) school students of English Language Learning in urban and rural areas of Andhra Pradesh[@].

The following are specific objectives:

1. To find out overall students' performance of English Language Learning about classes 5th, 6th and 7th.
2. To investigate male and female students' performance of English Language Learning of the classes 5th, 6th and 7th.
3. To examine the urban and rural area students' performance of English Language Learning for classes of 5th, 6th and 7th.
4. To find out Telugu and English Medium students' performance of English Language Learning for classes of 5th, 6th and 7th.
5. To make a comparison of better performance among the learners and analysis of the English Language Learning of the three classes.

1.15 Hypotheses

First language learners begin to learn a language by the age of three and the second language at a later age. They will NOT be able to learn a different language simultaneously and achieve the desired levels of proficiency comparable to that of their native language. The hypothesis will be put to the test to be vindicated.

1.16 Limitations of the Study

This study will be confined to 5th, 6th and 7th classes from the Government primary, upper-primary and secondary level schools in urban and rural areas of Andhra Pradesh[@]. In view of the time constraint, the study has selected Ranga Reddy (RR) district for the urban area, and Nalgonda (NLG) and Mahaboobnagar (MBNR) districts in rural areas. In the urban area, Serilingampally municipality of the Greater Hyderabad Municipal Corporation (GHMC) of RR district was selected. For rural areas Gundlapally and Deverakonda (DVK) mandals of NLG district, with both mandals located on the district border of the remote area adjacent to the Annamala forest (which is located in MBNR, NLG, Kurnool districts). Thus, Vangur and Amangal mandals of MBNR district are neighbouring places of NLG district. Both the rural districts are 150 kms away from the capital city of Hyderabad or the research institute.

The data collected through a students' questionnaire of their respective class from urban school areas in the month of January to April, 2012 and areas of rural school from the month of January, 2013 to April, 2013. The total collected sample includes 900 students from the three classes for the study and adopts the quantitative and qualitative aspects of data collection and analysis. The method of the study of data collection from was by random schools have been the selection of the districts. The study has been restricted to the learners of ELL of their respective grades. The reliability and validity of the questionnaire are discussed. Thus, the researcher has gathered the comfortable large sample for his work, and it was restricted to the three districts mentioned.

1.17 Organisation of the Thesis

This thesis is divided into five chapters:

The first chapter presents the introduction and follows the school education system, the definition of the language, English Language Learning, language components. Similarly, it focuses on the current situation of the language learning and theories of learning, factors of second language learning, and implementation of English medium in government schools. Thus, spotlights on background, significance, research aim and objectives, hypothesis and limitation of the study.

The second chapter mainly discusses reviews with different opinions by the scholars, and focuses on the reading, writing, speaking, listening, grammar, and vocabulary skills related to primary, upper primary, secondary learners of English. Those reviews covered

studies published in the journals of national and international reports, books, and periodicals of the country and abroad so far available. Aims and objectives of the related literature from Indian contributors concerned with the research were included in this chapter.

The third chapter focuses on the research methodology of this study. It includes methods used, the research design, definitions of research terms, population, and selection of the samples. This gives details as shown in the table. It focuses on the selection of the participated, variables, research tools, which described the students' questionnaires of details in the tables. As such, the validity, reliability of questionnaire and Cronbach's alpha, item complexity with reference to questionnaire and content. Finally, the data analysis method, and technique used in this study are provided in details.

The fourth chapter displays the analysis, and findings described for the three classes regarding variables like medium, location and gender, as well as the overall samples provided with bar graphs and their detailed analysis. As per the study of aims and objectives, the results, and the data analysed step by step, item by item and high scores by each item with their respect to figures of the classes of 5th, 6th and 7th.

Chapter fifth represents conclusion, findings and suggestions. The various types of students involved, and the findings are provided item wise and variables wise (Medium, Gender and Location), based on the results of research for the three classes and as well as hypotheses test vindicated. The suggestions for teachers and children, those who has been teaching and learning English as a subject in the government schools of Andhra Pradesh[@].

Chapter 2

Review of Literature

2.0 Introduction

This section deals with the review of literature related to the purpose and objectives of the present study and research issues carried out in the same field. The task is to understand and what sorts of studies have been carried out so far and what exactly has been explored before the present research started. Study of literature and research is very essential and important as it provides us proper guidelines and approaches. There are many intellectuals who tried to show the importance of the review of the related literature.

This study concerning English Language Learning at school level in urban and rural areas, the reviewed literature deals with this particular area of research that was important to the development of a thorough understanding of the issues. Like most of the data collected for study, the findings included and expressed in these earlier researches were, for the most part, quantitative and qualitative. All of the articles were collected from professional peer reviewed journals, and the research work was done previously was comparable with the present one. The present review of literature that forms the backbone of a comprehensive study of English Language Learning at school level in urban and rural areas of Andhra Pradesh[@]. This is the sources of information that would later prove to be a valuable tool in helping me make sense of my research findings.

2.1 Different Outlook on Review of Literature

According to Good (1959, p. 59) “A Survey of related literature is necessary for proper planning, execution and the right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for the interpretative purpose.”

In the view of John W. Best & James V. Kahn (1992, p. 38) review of research is, “A summary of the writings of recognised authorities and previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.”

Since effective research is based on past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation (Best, 2004, pp. 40-41).

Pox (1969, p. 111) observes that “when completed, it becomes a part of the accumulated knowledge in the field and so contributes to the thinking and research that follows.”

The study of related literature on listening, speaking, reading, writing, vocabulary and grammar are concerned with the evaluation of learning based on textbooks in Government schools of primary, upper primary and high school level. Practically it is very difficult, if not impossible to review the literature of all existing on listening, speaking, reading, writing, grammar and vocabulary materials in the country as well as abroad. For the sake of understanding, the study on the review of literature is categorised into the following sub divisions:

1. Listening
2. Speaking
3. Reading
4. Writing
5. Vocabulary
6. Grammar and
7. Contributions of Indian Researchers.

2.2 Objectives of Review of Literature

The following the objectives of the review of the related literature:

1. To know various aspects and scope of the research generally.
2. To study the previous researches which have been done prior to the present study.
3. To frame the proper hypothesis, objectives, methodology of the research.
4. To have an affirmation on the part of the investigator to show that the researcher knows what type of study was done in the same field.
5. To have an appropriate direction to complete the present study.
6. To avoid replication of the researches done.
7. To get more information and explanation about English Language Learning.
8. To extend the researcher's horizon of knowledge.
9. To find out the innovations of the present study.

2.3 Review on Listening Skills

Understanding a foreign spoken discourse is a complex process Ur (1984) still, in the case of the mother tongue, the children take the habit of listening in naturally and easily. By contrast, listening in a foreign language requires substantial effort and conscious training (Underwood, 1989). Harris (1982) defines that listening as a speech comprehension or the attention to something that has to be listened too, for instance listening to a speaker with attention. Freedman. J (2002) defines listening as a negative process including the listener's performance in interpreting what is listened and gives a rule for it.

Underwood argues that when a native speaker listens to another native speaker, h/she can put language into context and process information automatically because they partake in the same terminology and the same setting. The significance is that listening is not an easy job for foreign language learners because, simply as in reading, they may not own the necessary capacity and language schemata to understand the incoming message.

Difficulties that second language learners face while try to improve their listening skill.

1. The colloquiality of a native speaker may affect a learner's understanding. Nevertheless, this problem can be aided by continuous exercise and by listening to the authentic material (Ur, 1984).
2. Many language learners may not feel secure as they strain to cope up with redundancy. These learners insist on seeing every word on a spoken or written form discourse (Ur, 1984, p. 14).
3. Weariness, which results from listening to long comprehension passages, can strike listening. In the beginning, learners can grasp the meaning, but as the activity progresses, their ability becomes less efficient (Ur, 1984; Underwood, 1989).

Some of the identified problems that alien learners face in their efforts to improve their listening skills, there are certain recommendations that writers have taken in. First, emphasis should be put on aural perception from the beginning (Ur, 1984). Second, it is recommended that authentic materials should be used in the listening class; equally they will expose learners to real-life places (Harmer, 1998). Third, enjoyable and stimulating listening practice can motivate pupils, and fourth, tasks should be comprehensible and challenging (Krashen's input theory). It is reasoned that if students fail in their practice

and their listening test continuously because they are too difficult, this will decrease their morale and will increase their frustration (Underwood, 1989).

Finally, Underwood confirms that, “it is important to assist our students acquire the listening skills they may need for further study, work, or leisure, so that they will not be among the many people who, having studied English for some years, find, to their astonishment and horror, that they are unable to understand utterances of native speakers of English” (1989, p. ix).

Objectives of listening skills can be depicted as follows:

1. Developing the learners’ ability to understand the instructions.
2. Educating the student along the good manners of talking and listening.
3. Developing the learners’ ability on the attention, absorption and comprehension.
4. Improving their ability to listen carefully and to adopt the oral communication.
5. Developing their ability for obtaining knowledge during listening.
6. Directing them to differentiate between the main ideas and the less important ideas.
7. Developing their ability to anticipate what, the reader reading.
8. Developing their ability to make conclusions from the words.
9. Directing them to guess the meaning, the estimations and the speaker’s function.
10. Developing their ability to connect between the recent listening (what they are listening to) and their experience of the previous hearing.

Listening can be regarded as a problem of the aural recognition of the linguistic structures, and the various exercises of identification and discrimination can help to develop the listening ability, so the variation of the aural recognition exercises includes recorded situational dialogues and reading aloud written texts, followed by comprehension questions on the content. Nunan (1988) mentions that both the audio-lingual and situational approaches emphasise learner identification of speech communication products and the role of listening was reinforced recognition of those products in the course of study.

The communicative approach in language pedagogy and learning starts from the language as communicative; the goal of language teaching is communicative competence,

and so a person who acquires communicative competence acquires both knowledge and ability for the language user. This is forwards a solid description and a decrepit variant of the communicative approach. The weak version stresses the importance of providing learning with opportunities for using their English for communicative purposes and characteristically attempts to contain such activities into a more extensive program of oral communication education. On the other hand, the strong version claims that oral communication teaching is received through communication so that it is not only a question of activating and existing knowledge of the language, but of stimulating the development of the language system itself.

Howatt (1984, p. 279) argued that the weak version of communicative approach can be described as “Learning to use English” but the strong one entails “Using English to learn it.” Wilkins (1972) who proposed a functional or communicative definition of language that could serve as the basis for developing communicative syllabuses for language teaching. Wilkins contributions are the basis of our analysis of the communicative approach that language learners want to understand and show rather than describe the centre of language communication through traditional concepts of grammar and vocabulary.

The strategy based approach trains students how to listen, how to use linguistic, paralinguistic and extra-linguistic signals to best predict, make inferences and hypothesise total meaning. Teachers should become strategy trainers, training their pupils to listen by using strategies to arrive at the essence. Strategy based approach to listening is designed on principles of top-down processing reference. These strategies can be used or guided by students and teacher and the main reason for this requirement is to make the students more confident, and proficient at tackling listening passages that at first might seem beyond their ability.

So using more strategies and taking about additional strategies will lead to greater learner autonomy. There is the relationship between a strategy-based approach and reading strategies. Learning strategies show the students how to apply strategies, and a mixture of different strategies for the terminology and content tasks of the course of study and provide many models of learning strategies through the curriculum. That means the students can generalise them to novel learning activities with other classes and outside the classroom.

Mendelssohn (2000, p. 37) has defined strategy based approach as follows, “A strategy-based approach is a methodology that is rooted in strategy training. It is an approach that examines the objective of the ESL Course as being to train students how to listen, by making learners aware of the strategies that they use, and educating them in the utilisation of additional schemes that will help them in tackling the listening tasks.”

Of course, the primary goals of teaching listening are to develop the students’ ability and to make them listen effectively. Students should do what they are doing in listening to their foremost speech. This includes guessing what is not comprehended, heard, predicting what is doing, making away from the unfamiliar meaning and the unheard terms of the context, also making inferences to what is implied but left unsaid, students should be coached how to read the native speaker correctly and how to be good listeners.

Brown (1977) furnishes the best statement of the goal of teaching listening comprehension as follows: "The principal intention of teaching students how to understand English as it is ordinarily spoken by the native English speakers must be to get the pupils aware of what signals they can depend on hearing in the stream of speech and to make them use those signals and help him to predict when only the peak of the iceberg is apparent what the condition of the remainder of the ice- berg must be.” Thus the statement takes two major parts, the first concerns with building up strategies to distinguish the different signals provided in spoken English.

For example, paralinguistic signals, extra-linguistic signals and linguistic signals. Paralinguistic signals include gestures and variation in the speed of spoken communication. Extra-linguistic signals include background noise and visual clues, and linguistic signals include recognisable lexical items or syntactic form. The second component concerns with training students to apply in hypothesis formation, prediction and inference.

Ultimately, the ends of teaching listening area those teachers try to produce students who, even if they do not have perfect mastery of the grammar or an extensive lexicon, can fend for themselves in communication situations and in the case of taking heed. This stands for bringing out students who can use listening strategies to maximise their comprehension of aural inputs and identifying relevant and non-relevant data.

One of the most significant facial expressions in language teaching is the method or processes that teacher uses for delivering his course. If the method or process used is suitable for the syllabus and the students’ level, they can produce benefits in their

learning process. The teacher should remember that the suitability of methods with syllabuses is an important component in teaching long way process. Mackey (1966) shows the suitability of method with respect for learner should be as follows: “the suitability of a method to learner depends on learners’ age, aptitude, second language level, interests, the time he can devote to language learning, the size of the group with whom he practices the language and the culture group to which he goes.”

A content-based approach to language learning is referred to writing support texts or texts in different media. On the other hand content-based syllabus is involved in well-defined subject areas. That means, a marked advantage of content is that classroom tasks can be sequentially and thematically connected. In other words, one class outcome can serve as input to the next class.

Ur (1984) stresses that a practical drawback of content based approach is that language learners may not be grouped according to content area interest. That means learners may not understand why they are studying content in an ESL or EFL course.

A foreign language listening can be considered as a complex process; students have to be able to understand the main idea of what is said as well as specific details, so they may need to check any predictions they have made, and understand the speaker's meaning, emotions and opinions, etc.

On the other hand, Rost (1990) comments on the enacting skills, which include: utilizing representation of dialogue to make appropriate reply, so this can be subdivided into (a) selecting prominent points from information given for use in a task; (b) reducing and transcoding information from spoken source to other forms, after written form such as Note Taking; (c) identifying needed clarification of topics and ideas; (d) integrating information from text and other sources, finally (e) provide appropriate feedback to the speaker.

To sum up, as it has been mentioned above, and in my opinion, sub-skills of listening are, ability to stick to universal drift of what is stated, the ability to understand specific details, ability to guess the meaning, ability to predict the information coming, ability to check specifics of pre-knowledge against what is said and ability to understand the speaker’s intentions, emotions, style and attitudes.

2.4 Review on Speaking Skills

Many definitions about speaking have been proposed by language experts. According to Johnson and Morrow (1981, p. 70) speaking which is popular with the term 'oral communication', is an activity involving two or more people in which listeners and speakers have to respond to what they hear and make their contributions at a speed of a high level. In this definition, the essential components mentioned to exist in speaking are the speakers, the auditors, the message and the reply. Both the speakers and the hearers should agree along the message and meaning being talked through acceptable language.

From a communicative, pragmatic thought of the language classroom, speaking and listening skills are closely intertwined. The interaction between these two styles of performance applies especially strongly to the conversation. In a classroom, students will respond to the teacher after listening to some information (Brown, 2001. p. 267). Also, Chaney (1998) and Kayi (2006) adds that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is much more complex. It involves both a command of certain skills and several different types of knowledge.

Canale and Swain (1980) Richards and Renandya (2002, pp. 206-207) suggest that in order to be able to communicate meaningfully, speakers need to know the knowledge of communicative competence consisting of grammatical, discourse, strategic, and sociolinguistic competence. Grammatical competence is an umbrella concept including grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refer to basic sounds of letters and syllables, the pronunciation of words, intonation, and stress. Grammatical competence enables the speaker to use and understand English-language structures contributing to students' fluency. Discourse competence is concerned with speakers' relationships, formal or informal occasion, the rules of cohesion and coherence, etc. Discourse competence contributes in turn taking in conversation (Scarcella and Oxford, 1992; Richards and Renandya, 2002, p. 207).

Brown (1994) Richards and Renandya (2002, p. 207) states that sociolinguistic competence means knowing what is expected socially and culturally by users of the target language. Learners must acquire the rules and norms governing the appropriate timing and realisation of speech acts. Understanding the sociolinguistic side of language helps learners to know what comments are appropriate, how to call for questions during the interaction, and how to respond nonverbally according to the intend of the talk.

In addition, Brown (2004, p. 102) also asserts that strategic competence is the way learners manipulate language in order to meet the communicative goals. It is possibly the most significant of all the communicative competence elements. This statement is highlighted by Berns (1990) and Richards and Renandya (2002, p. 208) who suggests that strategic competence is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse patterns. With reference to speaking, strategic competence refers to the ability to recognise when and how to take the flow, how to maintain the conversation going on, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

According to Willis (1983, p. 32) proposes some principles for the teacher to while learning of group speaking.

1. The teacher's instructions should not be excessively long or excessively complex to remember.
2. The instructor should not keep interrupting with more advice during the activity.
3. The teacher should not keep correcting and demanding high degrees of accuracy.
4. The teacher should look interested in what is going on, smile, and keep encouraging students.

Making mistakes is a general result of using the terminology. Ironically, it is a sign that the learner is using the language and is trying. It shows interest and pursuit. If we require learners to learn, we have to accept that they will make mistakes and their operation will not be perfect Golebiowska (1990). In addition, too much correction, interruption, and intervention while the student is speaking can be counterproductive. This may inhibit many students from talking in front of others to avoid making mistakes for the sake of face-saving. Alatis (1976, p. 266) nicknames it 'lathophebic aphasia', which he explains as the "unwillingness to speak for fear of making mistakes." Harmer (1998) adds that it will harm the learner's feelings.

However, too much tolerance of errors will lead to having learners whose spoken discourse is marked with many errors. This can harm their linguistic performance in their spirit and their life history. Studies show that neglecting learners and not giving them feedback will lead to fossilisation that will be difficult to crack later. Teachers need to develop effective techniques that achieve both fluency and accuracy. Finally, Golebiowska (1990) suggests that there should be time for accuracy and time for fluency.

2.5 Review on Reading Skills

Reading is defined as a cognitive process that is concerned with constructing meaning from a printed or written message. This is an intricate process for second language learners for some reasons. First, the learners may come from a customs where they are not efficient readers in their native language. Nuttal (1996, p. 37) affirms, "... students from certain educational traditions may not read efficiently even in L1. When this happens, it is a hindrance to the development of efficient reading in L2."

The second, reading in a second language raises from the fact that the reader, language learner, and the writer come from different traditions. Nuttal (1996) highlights that in order to comprehend a written text, the reader and the writer must have at least two elements in common, one is language, the second is assumptions about the world. Nuttal explains that if the reader's vocabulary is much smaller than that of the writer, then there is a considerable difficulty to understand the text. And if the reader and the author do not share the same moral, political or social views, the reader will find it hard to interact with the text. Another point is that authors write with the native reader in mind; thus they may leave certain concepts unexplained as they assume the reader can interpret and understand. So, if there is a mismatch between reader and writer, comprehension may not happen.

Nuttal (1996, p. 8) points out, "Schemata are built up from experience; new experiences, including these derived from reading, change existing schemata. So, schema grows and changes throughout our lives, for as long as we retain the capacity to learn. Thus reading at the same time makes use of existing schemata and modifies them." Day and Bamford (1998) similarly explain that schemata are knowledge of the world, which helps us interpret the text and understand it.

This Schemata theory provides us with two main approaches to reading; top-down approach, and bottom-up approach. In the top-down approach, the rich schemata help the reader infer meanings and see the overall meaning of the text. In the bottom-up approach, the reader will try to process the text by making conscious use of words, letters, and small details because of learner limited schemata. Subsequently, learner finds it hard to interact with the text, which leads to failure in comprehending the text. As many L2 learners are poor in schemata, they resort to a bottom-up approach in any kind of reading. In some cultures, learners are encouraged to use a bottom-up approach, and thus they bring it to

L2 reading. However, Nuttal comments that efficient readers can employ both approaches depending on their purpose of reading.

Another factor that can affect reading is the learner's attitude. If students have a positive attitude towards reading in their first language, they will possibly transfer this into L2. However, students often consider reading and writing tedious in school tasks. If students are forced to read difficult material in L2, they may have unpleasant reading experiences that will reflect badly on their motivation. Marzano (1992, p. 3) confirms, "Attitudes and perceptions colour our every experience. They are the filters through which all learning occurs."

There are certain recommendations to help language learners become more efficient readers in the target language. The first, Nuttal (1996) recommends scaffolding as an important step to move forward. A teacher can encourage, praise, prompt, model, clarify, use text talk, that is, and think aloud about the text especially in the first days of reading. Nuttal advises not to ask the question 'do you understand?' The answer may be yes, but did they really understand? So teachers need to explain and clarify. A teacher also needs to create a nonjudgmental, non-critical and supportive classroom atmosphere. In addition, students need to be equipped with different reading strategies that will help them handle various kinds of texts in the future.

The second recommendation is to present an "Extensive Reading Program" (ERP). This programme, suggested by Day and Bamford (1998) is a serious attempt at improving foreign language learners' reading skills. They explain that this program can be a separate program or it can be incorporated in the syllabus. In ERP students read for pleasure, enjoyment and not for testing purposes. In this program, students are free to select their own reading material, which they bring into class for 50 minutes sustained reading. Then they are asked to share what they read with the rest of class and put a written summary of it in their portfolios. According to the authors, this program aims at creating a more positive attitude towards reading, increasing the learners' confidence and improving their reading abilities. ERP was conducted in different countries and find out that students have made gains in all the reading skill and vocabulary, writing and spelling.

Another reading programme called FVR (Free Voluntary Reading) is suggested by Krashen (1993). Krashen claims that research in countries that use the FVR reported that students who have followed the FVR programme performed better on reading tests than those who followed direct instructions. Krashen believes strongly that reading has a direct

and positive effect on other language skills. He argues, “What the research tells me is that if children or fewer literate adults start reading for pleasure, however, good things will happen. Their reading comprehension will improve, and they will find difficult, academic-style texts more comprehensible. Their writing style will improve, and they will be better able to write prose in a style that is acceptable to schools, business, and the scientific community. Their vocabulary will improve” (1993, p. x). This argument is also supported by Byrne & Hedge (1988).

However, Williams (1984) argues that learners should be exposed to the real language in the language classroom if we want them to be best prepared for real language outside the classroom. Nuttal (1996, p. 177) refutes that saying “linguistically difficult texts are unlikely to be suitable for developing most skills.” Later, Nuttal compromises by saying that authentic material is ideal, but if the right material for the right level is not available, then one has to use the simplified material, to begin with. Similarly, Day and Bamford (1998) suggest graded material with beginners and intermediate level learners. However, Widdowson (1978) criticises simplified material for focusing on syntax and lexis and neglecting the content of the discourse.

Day and Bamford (1998) came up with the idea of creating 'Language Learner Literature' (LLL). They point out “second language learners need a variety of excellent material written for them. Because of its communicative interest, such material would be authentic and appropriately simple in language concept” (p. 63). The authors regard this literature as similar in status to young adult literature with its established genre. They explain that it should include different kinds of writings; fiction, non-fiction, and must be adapted to language learners. In other words, it has to be literature on its right.

To finally, Krashen (1993, p. 33) reminds us of the cliché “you can lead a horse to water, but you cannot make him drink.” He then comments, “But we must make sure the water is there.” However, he asserts that school libraries tend to have no water; there are no books to read, nor a designated time on the schedule for reading. Schools need to have rich libraries with a quiet atmosphere and comfortable chairs and good displays of books. Parents must encourage their children and read aloud to them, and local authorities must provide as many public libraries as possible.

2.6 Review on Writing Skills

According to Vygotsky (1962) ‘Thought and Language’ the classic fundamental text explores that, ‘written speech is a separate linguistic function, differing from oral speech

in both structure and mode of functioning Vygotsky also says that higher cognitive functions such as analysis and synthesis, develop most fully only with the support of verbal language particularly of written language. Thus writing is originated as a unique verbal construct that graphically recorded. Vygotsky further says that language contributes as much to the development of thinking, as thinking contributes to the development of language. He says that the relation of thought toward it is a process a continual movement back and forth from thought to word and from word to thought, in the process in thought is merely expressed in words. It comes into existence through them. A study in child language acquisition tells us that while mastering speech a child starts from one word. This is because his thought is unclear and undifferentiated. And his thought becomes clearer, differentiated and more focused, as he advances to sentences and then to the coherent speech made up of a series of sentences. In the same way, writing develops from the first draft to the final copy reflecting over mental processes. In his perspective, writing is now viewed as a means of promoting thinking and thus enhancing learning besides being a means of communication. The process of learning to write is the process of learning to think more clearly. Writing is, moreover, a very complex highly individualised process.

Writing is an introverted activity that, unlike listening or speaking, does not need an immediate audience. Consequently, authors need to be organised, clear, and avoid ambiguity, so readers can appreciate them, whereas speakers have many assisting plans at their disposal when they speak, gestures, faces expressions, audience asking for clarifications (Hedge, 1988; Byrne, 1988). In addition to describes the writer as a lonely figure condemned to monologue, talking to him/herself rather than to an audience Rossner (1981).

According to Ur (1984) writing is a tricky task because the writing has to be explicit. They explain that a writer has to expect the reader's reaction. Additionally, a writer has to build sentences carefully, use punctuation, capitals, discourse connectors and argues rationally.

Some of the problems in writing are linked to the difficulty of the language itself. This problem stems from the fact that "... in English, the relationship between sound and symbol is a complex one" (Byrne, 1988, p. 15). This makes spelling in English more difficult for language learners.

One more concern is that certain language learners have an entirely different writing structure in their native languages than English. This may lead to a negative transfer as those learners may try to use their language system in English and that will make their task more difficult and their writing uncertain.

There are some proposals to help second language learners become more efficient writers in the target language. Writing is a form of communication, and a successful writer writes with a sense of purpose, a sense of audience, and a sense of direction. On the other hand, an inexperienced writer is disposed to be 'haphazard' and has less confidence in learner's ability to write. (Hedge, 1988; Fairbrain and Winch, 1991; Byrne, 1988; Day and Bamford, 1998).

Secondly, writing in a foreign language should be started at an early age. However, it can be delayed until young learners have some command of the language Byrne (1988); Krashen (1983). Byrne comments that children enjoy writing and they like to show their parents something concrete. Zamel (1983), a pioneer in ESL writing research, considered writing process as a “non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (p. 165).

Byrne (1988) suggests a procedure for teaching writing to language learners at an early age. First, they can be given something to copy. He argues that copying needs not be seen as a trivial and mindless activity. It can be meaningful as children can copy addresses, take notes from the board, etc.

Another method that Byrne claims might be effective with young learners in particular as it uses visual materials in writing. He explains, that “... visual materials offer an attractive and stimulating framework for writing practice ... learners respond favourably to some visual context ... The special advantage of this is that we can use the same piece of material at different levels for different types of writing” (1988, pp. 79-80).

Byrne provides some important principles for writing:

1. Focus on the purpose and the audience.
2. Integrate skills, i.e., speaking can produce writing.
3. Show how the written language functions as a form of communication.
4. Teach how to write different kinds of texts.
5. Provide adequate material.

6. Make the writing task interesting and relevant.
7. Use different techniques and formats.
8. Provide appropriate support.
9. Continue to provide opportunities for writing.
10. Be sympathetic.
11. Provide a procedure for writing.
12. Provide feedback.

To conclude, writing in a foreign language has to be commenced early at primary school. Teachers need to make it an interesting and enjoyable experience, which will motivate their learners to write. Finally, teachers must maintain in mind that school learners will need the writing skill in their future whether they opt to work or to continue their higher education.

2.7 Review on Vocabulary

Vocabulary is one of the substances through which meanings, thoughts, and feelings can be conveyed. Vocabulary has a substantial role in teaching and learning any language. Learning vocabulary is an important facet of language development. Some scholars consider vocabulary knowledge as the most important element in academic achievement for second language learners. Researchers stated that vocabulary knowledge is closely linked to reading proficiency, and additionally it leads to the bigger success in school (Tozcu & Coady, 2004).

Evans (1978) indicates that vocabulary has the significant role in the development of the four language skills like speaking, listening, reading and writing. He claims that vocabulary can provide clarity and can enable the speaker to diversify language. He further points out that wrong use of vocabulary can lead to misinterpretation, while correct use of vocabulary makes it easier for people to read and write better, understand the main ideas and speak correctly (as cited in Iheanacho, 1997). In this respect, Allen (1983) argues that the reason for the importance of vocabulary is that: “through research, the scholars are finding that lexical problems frequently interfere with communication; communication breaks down when people do not use the right words” (p. 5).

According to Knight (1994), vocabulary acquisition is considered by many to be the chief problem in second language learning. He stated that the majority of learners

studying second languages and their teachers place, vocabulary as their foremost priority. The recognition of the importance of vocabulary in language learning by many researchers has encouraged the search for effective pedagogical methods of teaching new words.

In this respect, Shrum and Glisan (1994) provided many pedagogical methods for developing vocabulary skills. They expressed the opinion that new vocabulary should be presented in a context using familiar vocabulary and grammar. In order to learn new words more effectively, they suggested the use of visuals for introducing new vocabulary (as cited in Iheanacho, 1997). In addition, Uberman (1998) pointed out some traditional techniques that help teachers in teaching vocabulary to their students. These techniques include the verbal explanation, dictionaries, and visual techniques. He noticed that the visual techniques enable the students to remember better the vocabulary items. Sutton (1999) adds other techniques such as pictorial schemata, word relations, examples, anecdotes, context, semantic mapping, word roots and affixes.

Ellis (1995) further reports that frequent exposure of the learner to new words for purposes of recognition and production enhances automatic lexical processing of these lexical items by the learner. Grasping all meanings of a given the word requires conscious learning along with more in-depth strategies such as semantic mapping and imagery, which are mnemonic techniques related to explicit learning. Knowledge of a word requires conscious learning of its spelling, pronunciation, syntactic properties and relationships to other words in the semantic network. It also calls connecting these forms with extensive sets of visual referents (as cited in Duquette & Renie, 1998). This review supports the significance of vocabulary in learning an overseas language.

There are two primary methods in teaching vocabulary; direct strategies and indirect strategies. Direct strategies entail that time is set aside for learning vocabulary. There might be a special time for doing explicit vocabulary drills and for performing tests as easy. In this type, vocabulary learning is the primary objective of the lesson Nation and Newton (1997). Nevertheless, research points out that direct learning cannot provide learners with a large number of vocabularies. Research shows that through context, that is, by reading, learners are repeatedly exposed to vocabulary, and this leads to learning a high dimension of words (Elley and Mangubhai, 1983; Kiochi, 1983; Krashen, 1983, 1993).

Various approaches appear to favour communicative language activities; indirect strategies are good providers of suitable conditions for learning the language vocabulary. These activities provide incidental learning of vocabulary, which is considered superior to intentional learning. The advantages of communicative activities are three-fold: learners develop confidence in social communication; they acquire vocabulary; they improve their grammar (Nation and Thomas, 1988); Ur (1981); Ladousse (1983); Rinvulcri (1984). It has been shown that the acquisition of vocabulary occurs when the intention is focused on meaningful communication (Simcock, 1993; Elley, 1989; Newton, 1993).

2.8 Review on Grammar

In the area of second language learning grammar places are the important role on that point the following are some definitions of grammar quoted from experts. Swan (2005, p.xix) defines grammar as a set of rules that show how words are mixed, arranged, or changed to express certain kinds of meaning. Lado (1961, p. 141) states that grammar is the study of rules that are taken to differentiate to the pupils what he should and should not say in order to speak the words of the socially educated class. Cook and Sutter (1980, p. 1) states that grammar is a set of rules by which people speak and write. These principles are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but wish to allow people to practice their language easily and naturally most of the time.

Grammar is very important for seemed language learners since it is one of the important aspects to master communicative skills. A learner can be said as mastering a language (having competences) if he accomplishes two main requirements, namely *accuracy* (correctness), which brings up to the mastery of grammatical structures, and *fluency*, which suggest that the learner can use the target language (Widdowson, 1975). This statement is backed up likewise by some other experts. Canale and Swain (1980, p. 27) consider the grammatical concept as a basis of the communicative competence. Moreover, (Swan, 1985, p. 5) emphasises the importance of grammar mastery to support the good use of language. In addition, Harmer (1991, p. 22) declares that grammatical knowledge is really important for apprentices who wanted to have communicative competence. With the good understanding of grammatical concepts, learners can avoid the use of incorrect structures.

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it truly is worth the time and

effort. If learners do not know the principles of grammar, they will never be capable of communicating using English effectively.

Although grammar is not a high priority, it does mean that grammar is not important to learn. Grammar is the basic knowledge and skill for understanding and applying the language naturally. As it has been mentioned above, that grammar is a set of rules by which words can shift their forms and can be combined into sentences, it can be said that grammar plays an important part that in mastering a language. Without learning grammar, learners can not arrange sentences in good order.

According to Thornbury (1999) there are six parameters for learning grammar:

1. If we take learning a language as “experiential learning”, which is learning by doing, then studying grammar rules will not provide the skills.
2. The communicative theory states that grammar is acquired virtually unconsciously. Therefore admit it explicitly is a waste of time.
3. The acquisition argument is based on Krashen’s (1983) distinction between acquisition and learning. Accordingly, grammar rules of L2 are internalised in an unconscious manner like L1.
4. The natural order hypothesis. Krashen argues that patterns are discovered by individuals in a natural way, regardless of how they are sequenced in textbooks. Also, Chomsky believes that humans are held to certain general principles of grammar. “In short, the natural order argument insists that a textbook of grammar is not, nor can ever become, a mental grammar” (p. 19).
5. The lexical chunks argument. Learning chunks such as ‘excuse me’, ‘what on earth’ are more useful than learning ‘abstract grammatical rules’, like the present perfect, and so on.
6. The expectation argument. As some learners demand knowledge of grammar, there are many who have had many years of studying grammar, and now they want some conversational English in which they can apply grammar they have learnt.

Neda Ghabool (2012) in his study aimed at investigating the challenges in three aspects of writing development process, namely conventions, punctuation, and language use (proper use of grammar) in secondary school level from students and teachers

experiences. The data were collected from 30 ESL students as the student participants of this research, from the upper and lower secondary school, Form 1 to Form 5, and ten teacher participants teaching the English language for upper and lower secondary levels with different teaching experiences. A questionnaire and an essay examination were utilised as the instruments of the study. The findings revealed that Malaysian ESL students have problems in writing tasks, especially in language use (grammar) and punctuation. The first language interference was also very tangible in their writings. The study suggests some practical methods to cope with writing difficulties. This study had three main objectives. First, it aimed to identify the problems frequently faced by ESL students in essay writing. Second, it intended to get information about ESL teachers' feedbacks on students' writing problems and third, to suggest some possible ways to overcome the writing problems faced by Malaysian ESL students.

In conclusion, grammar is learnt to be employed as a tool for conforming and editing the produced discourse. So, "... the teacher's energies should be directed mainly at providing opportunities for authentic language use, employing grammatically as a resource rather than an end in it. ... A language is acquired through practice; it is perfected through grammar" (Chomsky, p. 25).

2.9 Contributions of Indian Researchers

Indian researchers have done research in various universities and incredibly have contributed to the ELL field of study. However, as this research deals with English language learning in India, the substantial research works done by Indian researchers about English learning are discussed. Most of the works are unique analytical in nature with particular reference to the mistakes made by a vernacular user of various Indian languages while learning English as a second language in schools. The following are some of the important contributions.

George and Visveswaren (1967) have done an investigation of the acquisition of vocabulary in English of children studying in IV Standard to V Standard. Ganapathy (1968) has done a contrastive study on speech pattern in Kannada and English. Agrawal (1970) has studied the English tense equivalents of Rhyme of the Hindi tenses. Bhor (1970) has studied present tenses in Marathi and English. Govindan (1977) has dealt with the sociolinguistic aspect Tamil and English. This study brings out the phonological and morphological aspects of English learned by Tamil speakers. Ganapathy (1980) in his study has elaborately discussed the problems connected with the pronunciation of English

by the Tamils. Subbiah Pillai (1983) in his study has dealt with the contrastive analysis of interjections in Tamil and English in a detailed way. His study attempts to describe the interjections in both Tamil and English to find out the similarities and dissimilarities found between them. He also discusses the syntax of interjections in Tamil and English, and their use in the field of pedagogy.

Singh, V.D. (1984) explored linguistic and communicative abilities of higher school teachers of English about their classroom functions. The sample selected for this research consisted of 60 trained graduate teachers (TGTs) and post graduate Teachers (PGTs) Four types of ability tests were administered for them i.e. (i) Speaking (ii) Writing (iii) Sensitivity to pupil errors and (iv) Sentence complexity the researcher also studied teachers' competence. It was found between the subjects' speaking and writing ability. Their speaking performance was better than writing one.

Pramanik (1988) has done a study of some affective variables related to learning English as a second language at the post-secondary stage. Ravi (1998) has done research work in the study of the motivational problems with reference to teaching-learning English as a second language. Mubarak Ali (1999) has pointed out the areas of interference of English on Tamil students (from standard VI to IX) in the English medium schools. He specifies the inter-lingual aspects in the field of interference at all linguistic levels; namely, phonological, morphological and syntactical. Shameem (1992) has studied the errors committed by Tamil students (VI to VIII) while learning English in the schools. Pradeep (1997) has compared mainly the intonation pattern of Tamilian English with Received Pronunciation of English, mainly in interrogation. Ravi (1998) has done research work in the study of the motivational problems with reference to teaching-learning English as a second language. Lalitha Raja, R. (2003) has done research work in the syntactic development of Tamil mother tongue children in learning English. Indira, (2003) has done research on the suitability of course book in engineering colleges for developing communication skills. Ramamoorthy (2004) has made a study of multilingualism and second language acquisition and learning in Pondicherry. Balasubramanian (2005) has studied attitudinal difference and second language learning with reference to Tamil and Malayalam. Meenakshi Raman (2006) has done a study on developing task-based language tests for assessing oral skills in English. Sankary (2007) has studied the rural-urban divide in English as second language learning. Pushpa Nagini Sripada (2007) has studied in the area of the second language vocabulary teaching.

Sandeep (2007) has done research in teaching English as a second language to meet the needs of the learners from rural areas. R. Narayanan et al. (2009) attempted in the of field English language teaching, which is growing day by day in India because of good and dedicated researchers have contributed something to English language teaching, and moreover number of linguists have made footprint in the field of applied linguistics.

Shanana and Lomes (1986) compared and evaluated three alternative models to see the relationship of learning to read and learning to write at the second and fifth grades. The reading dimensions of three models included word analysis, vocabulary, sentence and passage components. The writing dimensions included Spelling, Vocabulary, sentence structure, and story organising components. The models differed with respect to the sequential ordering of relationship of the reading and writing dimensions. The third 'interactive model' permits the use of reading knowledge in writing, as well as the reverse. The other models (reading-to-writing; writing-to-reading) only allow knowledge to more than in a single direction. These models were evaluated on their ability to account for the relationship found in reading and writing data collected from 256 second graders and 251 fifth graders. The interactive model fit the data better than did the reading-to-writing model at the second grade level and the writing-to reading model at both grade levels. The reading-to-writing model was superior to the writing-to reading model. The finding of the study suggests that the influence of writing on reading begins to wane in the upper grades, more reading information is used in writing than vice versa, and writing should be introduced and strengthened soon after reading instruction commences to maximise the interaction between the two for better development of the learner.

Patwardhan, A.S. (1998) the study aimed at finding out the existing level of 'listening' and 'listening comprehension' competencies in children studying in std. I have English as medium of instruction. The researcher used criterion-referenced test (CRT) to assess an individual child's performance level regarding listening skill. The researcher had specific research questions in her mind which were related to the factors like sex, parent's education, socio-economic status of the family, home-environment of the children, support in studies, pre-primary schooling and teachers' awareness about listening competencies. The sample selected was 325 children of the 50% English medium schools of Pune city. Main findings of the study 80% children scored mastery in CRT in the sample of 325 children. Pre-primary schooling has the positive significant effect on the achievement of listening skill. There was the positive correlation between parents'

education and child's achievement. There was no conscious effort to teach listening in the schools by the teachers. There was a positive gain in the average achievement in 'listening' and 'listening comprehension' of Std. I children after undergoing the training programme.

Mazumdar, A. (1992) found that there were statistically significant differences between the achievement scores as well as attitude score of students attending government and private schools with the latter category of students showing higher scores. There were no significant differences between boys and girls in respect to their achievement and attitude scores.

Joycilin Shermila (2000) revealed that standard IX students' skill of Reading comprehension in English which is found to be influenced by their Gender. Girls have scored better than boys.

Subramanian (2002) has evaluated the linguistic skills of the graduate students in English. He has evaluated all the four linguistic skills, listening, speaking, reading and writing. However, he has dealt with in detail only the writing skill of the graduate students. He has identified, in his study the phonological, grammatical and orthographical errors in productive skills and in the comprehension skills he has identified the recalling ability of words and sentences. Moreover, he recommended that the group discussion, language games should be encouraged in the class hours and introduce the audiovisual instrument for language teaching would be good and wise at the collegiate level.

Ramachandra Reddy, B. and Nagaraju, M.T.V. (2001) studied the influence of Sex and Locality on Study Habits of Class X Pupils. The Descriptive survey methods, as well as qualitative and quantitative approaches, were adopted in the study. The sample includes 200 pupils from Class X, Kurnool district in Andhra Pradesh, using probability sampling method for the study. The research findings were 1. Urban pupils differed from the rural pupils in their study habits. 2. There was no significant impact of sex on the study habits. 3. There was no interaction effect of sex and locality on the study habits. Study habits need to be improved among the high school students. Singaravelu, G. (2001) Studied of the Problems of Students of Higher Secondary Classes in Learning English as a Second Language in Thiruvarur district. The research was adopted descriptive method the research findings say that students of higher secondary in Thiruvarur district had some specific problems in learning English as a second Language. 2. Students faced the problems in writing essays, phrases and idioms, using conjunctions and sentence pattern.

3. There was the significant relationship between the problems faced by the students in pronunciation, learning grammar, knowledge of sentence pattern, the habit of hearing the news, rectification of homework, memorisation without understanding, remedial teaching and different variables regarding sex, locality and type of management. 4. There was the significant relationship between the opinion of the teachers on the problems faced by the student, in understanding grammar, using punctuation marks, mother tongue interference, the guidance of parents and different variables such as sex, locality, experience and type of management.

Vanbhatte, R.B. (2003) presented a study an experimental research in which the researcher had collected analysed and categorised the common errors committed by the students of std. VIII of Marathi medium schools while speaking English language and identified the causes of errors and prepared a programme to improve their English speaking skill. The programme was determined by comparing the pre-test and post-test scores of the experimental groups and between the post-test scores of the experimental and control group. Main findings of the study are there was no one-to-one relation of errors with the causes of errors. An error may be the outcome of various causes. The direct method proves to be effective while teaching speaking skill. Teaching each sound first by making the students familiar with the articulation of the sound and contrasting the sound with other sounds help to sensitise the students to the minimal difference between significant sounds of English. Getting students to make the sound, both in isolation and in words and giving those practical hints enable them to produce the sound correctly. Creating a suitable situation is helpful to improve communicative competence. The programme proved to be very effective for identification of errors, their analysis and categorization and causes of errors.

Satish (2007) remarked that the teachers with the favourable attitude towards profession could influence more on the academic achievement of students in English than the teachers with the unfavourable attitude towards the profession.

Dwivedi (2005) found that the students from schools with enriched environment had significantly better academic achievement than the students from the poor school environment. Academic achievement of students of the urban schools was significantly higher than that of the students in the rural schools.

Chapter 3

Methodology

3.0 Introduction

This chapter discusses the methods and procedures of the research followed to conduct an inquiry into the English Language Learning (ELL) at school level in urban (U) and rural (R) areas in Andhra Pradesh[@] (@ indicates formerly united Andhra Pradesh that included Telangana State) and thereby appropriate content, learning methodology and courses could be designed in the future. The study is conducted keeping in mind the course textbooks, language-learning needs and competency levels of the diversity among the students of class 5th, 6th and 7th of Andhra Pradesh[@]. The study is based on a primary survey. It inquires into the language skills acquired, patterns of content, textbooks, based on rural and urban areas. A rigorous questionnaire-based survey and analysis among students of class 5th, 6th and 7th was conducted. Furthermore, the students were observed in a natural context, i.e., in the English language classrooms of different schools of Andhra Pradesh[@].

3.1 Design of Research

The following aspects have been discussed in details which are concerned with the design of the present study entitled “An Analysis of English Language Learning at School Level in Urban and Rural Areas in Andhra Pradesh[@].” The research procedure includes the operational definitions of the different terms used in the study. The selection of tools includes the option of suitable tools for the collection of data and the procedures in administering the tools to collect the data required for the present study.

Taking the objectives into consideration for the present study, the following variables were considered:

1. Gender (Male vs. Female).
2. Medium (Telugu vs. English).
3. Location (Urban vs. Rural).

3.2 Definitions of Terms

In this study, while talking about the issue and the theoretical structure, a few specialised terms are discussed. The operational definitions of the major terms/concepts are presented below:

3.2.0 English in Andhra Pradesh[@]: The English language, as it is spoken and written over the world. It has several known and accepted variants. However, in the context of this investigation, English means the Standard British English with the prescribed course books of English reader with the workbook and supplementary in Andhra Pradesh[@].

3.2.1 Government Schools: The schools under the sole management of Government are included under government schools of State/Central. In Andhra Pradesh[@] the schools managed by Zilla Parishads, Municipalities and Local bodies were also included in this category.

3.2.2 Location: In this study, location is divided into two categories:

3.2.2.0 Urban Schools: The schools located in an urban area (Cities/Towns/Municipalities/Major Grama Panchayats) were considered as urban schools.

3.2.2.1 Rural Schools: The schools located in rural areas (Panchayath villages/Hamlets/Thandas) were considered as rural schools.

3.2.3 Gender: The term is taken to mean the sex of a subject who could be either male or female. The research did not focus on any third gender category recently introduced owing to the non-existent status of the same category in the schools visited.

3.2.4 Medium: A medium is a way or means of expressing your thoughts/ideas or of communicating with people. For the current purpose Telugu and English are used as media of teaching in the said schools.

3.2.5 Students' Questionnaire: The purpose of this questionnaire is to examine the ability of different types of students' with respect to their performance and evaluation in English language learning from his course books.

3.2.6 English Language Learners: Students who are learning to speak English and whose native language is not English (Diaz-Rico, 2013).

3.2.7 Variables of the Study: The variables considered in the present study are:

1. Gender, 2. Location and 3. Medium.

3.3 Population

To limit the population with a considerable and homogenous sample, the researcher decided to select 23 schools in urban and rural areas of Andhra Pradesh[@]. Out of them, eight ZPHS, one UPS, six PS schools from four different rural mandals of NLG and MBNR districts. Although, four ZPHS, one UPS and four PS schools from urban areas of

Serilingampally Municipality in Ranga Reddy District of GHMC (Greater Hyderabad Municipal Corporation) were selected for this study. Thus, the researcher selected four rural mandals from two districts, viz.; Nalgonda and Mahaboobnagar with respect Gundlapally, Deverakonda (NLG), Vangur and Madugula (MBNR) of Government schools, where the schools selected are from remote areas. These target schools comprised students belonging to rural and urban areas coming from different socio-economic backgrounds. In addition to this, both gender and medium were represented.

3.4 Selection of Samples

A sample is a small proportion of a population selected for analysis. During the recent times, sampling techniques have been increasingly used in the field of education to obtain information necessary in answering certain questions about a specific population. Nick Moore (1987, p.33) suggests, “A sample is a group selected from the complete population to make the task of surveying more manageable.” According to John W. Best and James V. Kahn (1992, p.11) “sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.”

Selected sampling from a limited number of students (i.e., 900) from class 5th, 6th and 7th was made, though it can be claimed to be comprehensive, it was adequate for its purpose of the study 900 samples were used for the present study. John W. Best and James V. Kahn (1992) stated that “samples of 30 or more are to be considered large samples and those with fewer than 30 small samples.” The sampling in this study was based on random sampling of the student population at school level in rural and urban areas of four different mandals from NLG and MBNR districts and one Municipality from RR district. Eight Government schools from urban areas and fifteen Government schools from rural areas were selected randomly. All the samples were chosen cautiously from both gender and medium as they exist at the time of collecting data through the questionnaire. Thus, the samples represented the state of Andhra Pradesh[@].

In the urban area of all eight schools, seven schools are under State Government, one school affiliated to Serilingampally Municipality which is controlled by GHMC, the State Government.

The details of the selected schools visited, and the type of school, the geography of the selected area of the Municipality or Mandals, and respective district names. The selected location for the study and the collection of data from classes 5th, 6th and 7th, the

last total number indicates the combined strength of the classes selected students from each as tabulated below. The total number of nine hundred students from all the selected schools including three classes, and both the media, Telugu and English and the rural and urban areas, besides the gender. Here, the schools consist three types viz., primary (PS), the upper primary (UPS) and the secondary or higher secondary (ZPHS) schools. In the primary schools, students study from class first to fifth, the upper primary schools provide education from first to seventh classes, whereas, the secondary schools offer study from class sixth to tenth.

Thus, the selected two UPS schools, from one urban and another from the rural area have provided data for three classes. The researcher collected data for the fifth class from nine PS schools. These are from two urban and seven rural areas. The data for class sixth and seventh are collected from twelve ZPHS schools, i.e., from four urban and eight rural areas. For details of data collected from each school differing by location, gender and medium of a blueprint table (see appendix-VII).

Table 3.1: The List of Samples Schools Selected for the Study

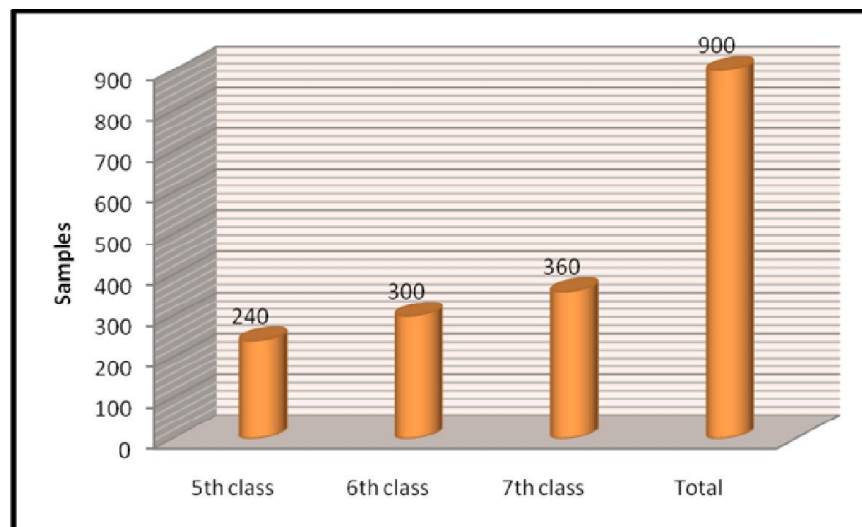
Sl.no	Name of the school	Name of the Municipality/ Mandal	District	L o c	Classes			Total
					5	6	7	
01	UPS Kondapur	Serilingampally	RR	U	36	30	28	94
02	ZPHS Gachibowli	Serilingampally	RR	U	—	39	32	71
03	PS Gachibowli	Serilingampally	RR	U	22	—	—	22
04	PS Lingampally	Serilingampally	RR	U	38	—	—	38
05	ZPHS for Girls Lingampally	Serilingampally	RR	U	—	57	55	112
06	ZPHS Lingampally	Serilingampally	RR	U	—	—	48	48
07	PS Raidurga	Serilingampally	RR	U	24	—	—	24
08	ZPHS Raidurga	Serilingampally	RR	U	—	24	17	41
Total (U)					120	150	180	450
09	UPS Ramanthapoor	Gundlapally	NLG	R	18	12	09	39
10	ZPHS Padmatpally	Deverakonda	NLG	R	—	21	18	39
11	ZPHS Kandukur	Gundlapally	NLG	R	—	18	22	40
12	ZPHS Thouklapur	Gundlapally	NLG	R	—	22	19	41

13	PS Thouklapur	Gundlapally	NLG	R	14	–	–	14
14	ZPHS Cherukupally	Gundlapally	NLG	R	–	21	36	57
15	PS Cherukupally	Gundlapally	NLG	R	25	–	–	25
16	ZPHS Gonaboinapally	Gundlapally	NLG	R	–	21	26	47
17	PS Gonaboinapally	Gundlapally	NLG	R	19	–	–	19
18	ZPHS Iddampally	Deverakonda	NLG	R	–	18	13	31
19	PS Iddampally	Deverakonda	NLG	R	12	–	–	12
20	ZPHS Charakonda	Vangur	MBNR	R	–	12	18	30
21	PS Charakonda	Vangur	MBNR	R	22	–	–	22
22	PS Andugula	Madugula	MBNR	R	10	–	–	10
23	ZPHS Andugula	Madugula	MBNR	R	–	05	19	24
Total (R)					120	150	180	450
Grand Total (R+U) = 900								

(Sources: The Field Study)

The graph below (see figure 3.1) shows numerical values for the samples of the three classes of 5th, 6th and 7th, totalling 900. Portioned the class 5th 240; class 6th 300; and 7th 360 from the samples selected for the study. When converted into the percentages for each class 5th 26.7%; class 6th 33.33% and class 7th 40%. As shown in the figure the X-axis represents class and Y-axis samples.

Fig. 3.1: The Distribution of the Samples for the Three Classes



(Sources: The Field Study)

3.5 Selection of the Participants

This study comprises nine hundred participants from the three classes, who have English as a subject in the Government schools, and of classes, fifth, sixth and seventh from Telugu and English medium, rural and urban areas of Andhra Pradesh[@]. While selecting, participants of each and every class have chosen carefully and the same proportionate of sex (M/F), medium (Tel/Eng) and area (R/U) insightful for the three classes. The selected participants were between 10 to 12 years old.

3.6 Variables

While selecting the participants, it was important to consider the variables. The main aim of this study is to investigate into the qualitative and quantitative learning regarding reading, writing, listening, and speaking with subject activities and comprehensive vocabulary in English as other languages. The principal variables are the medium, gender and location, that have been chosen carefully in order to maintain fairness and to ensure that all variables for this study. The investigator used independent variables.

The medium (Tel/Eng) factor for ELL will affect language learning of English as a subject for the both Telugu and English medium learners. The English medium students will learn and do all the exercises of the textbook activities of with their respective class. At the same time, Telugu medium students will not attempt all the textbook exercises like English medium students. Telugu medium learners follow English in the subject class hour (i.e. for 45 minutes) and after the class they unable to study. English medium students in the school and at home study English; therefore they can perform better at English learning and practice.

In the general perception of the public, girls are always more matured and holding a forward attitude than boys in the study. It is a general perception that girls are more forward and learning a language in a quicker manner than boys the Third factor is location, which somehow affects English language learning. Urban students learn more English vocabulary than the rural students owing to their exposure. Here, the environmental factor is a cause for learning. For this subject of study, the researcher adopted, in view of the aim and objectives, independent variables of the medium, gender and location to ELL.

3.7 Research Tools

The researcher made use of the three different students' questionnaires, one for each class (see appendices I, II & III) as research tools through which both quantitative and qualitative data collected from selected schools of Andhra Pradesh[@]. As indicated by Nunan (1995) the initial move towards making language learning learner-centeredness is to make the learners mindful of the objectives, the content, the learning projects and the pedagogical materials. The questionnaire system was chosen due to its suitability for collecting the quantitative and qualitative information on recognitions.

3.7.0 Preparation of the Students' Questionnaire

The questionnaires administrated to students for the data collection one instruments employed to investigate the proficiency of the student's knowledge of the subject of English learning with respect to language components and linguistic exercises/ components (phonology, morphology, spelling, grammar, syntax, semantic and vocabulary) associated with course textbooks with supplementary reader's of ELL at Government schools.

The research questionnaires were developed at first by the researcher in discussion with the research supervisor's suggestions and added some valuable views of the research experts and other experts in field work in the same orbit at the University, where the research was conducted and studied.

The format of the questionnaire for class 5th, 6th, and 7th was based and decided upon student's course books, after consulting some language experts, questionnaires, supervisor's hints and relevant literature reviews concerned. The questionnaire design is a 'self-constructed questionnaire' adopted from the course book in various activities in reading, listening, speaking, writing, involving linguistic skills like phonology, morphology, spelling, grammar, semantics, syntax, and vocabulary based on 100 questions (items) contained in 20 main questions in the questionnaire for the learners of three classes. While preparing the questionnaires for each class, the course contents or questions included in some lower grade questions in the higher grades (5th class questionnaire items would be repeated in class 6th questionnaire similarly both 5th, and 6th class questions will appear in the 7th class questionnaire). Using the format and content discussed above the questionnaire was designed for collecting the quantitative data as required according to the objectives of the study. Table 3.2 shows the content preferences and testing skills in the student's questionnaires (see Table. 3.2).

Table 3.2: The Cognitive Aspects and Test of the Students' Questionnaires

Item	Cognitive Aspects	Activities/Test
1	Rhyme Identification	Reading
2	Rhyme Production	Writing
3	Letter Pronunciation	Listening
4	Silent Letters	Speaking
5	Multiple Choices	Vocabulary
6	Completion Type/Gap-Filling	Vocabulary
7	Parts of Speech	Grammar
8	Translation	Comprehension
9	Ra-arrange the words into sentences	Grammar
10	Matching the words	Vocabulary
11	Add One Out/Associate Words	Vocabulary
12	Transformation/Tenses	Grammar
13	Missing Letters	Writing
14	Jumbled Letters/Word Formation	Writing
15	Match the Opposite Words	Vocabulary
16	Abbreviations	Writing
17	Cloze Test/Comprehension	Grammar
18	Word Chain/Comprehension	Writing
19	Alphabetical Order/Recognition	Vocabulary
20	Semantic Mapping	Writing

(Sources: English Reader Textbooks for Class 5th, 6th & 7th)

3.8 The Validity of the Content and Format Checking

Before entering the field work, the student's questionnaires for 5th, 6th and 7th classes, the investigator has checked the content, the language used, coverage of the content items, and the format of the questionnaires thoroughly twice. The research supervisor, likewise, consulted to validate especially the contents and coverage and its appropriateness that it would be effectively administered for investigation, later, in the study.

3.9 Students' Questionnaire of the Items

The initial phase in setting up the questionnaire items is to specify their content in explicit terms. As per Dornyei (2003) vague content specifications can pose a serious threat to the validity and reliability of the instrument, especially in two areas:

1. The appropriate sampling of the content,
2. The preparation of multi-item scales.

To keep the above situation from happening, the investigator attempted to concentrate on clearing up the research problem and identifying what the basic ideas should have been attended to by the questionnaire.

The researcher, at last, figured out how to adapt to the trouble. To represent this process, with a specific end goal to take after a more systematic approach he needed prior to the literature review and also the research questions that he was trying to address.

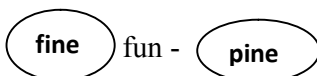
This section is going to explore the various types of questionnaire items including open-ended and closed-ended questions, the first presenting the most common question types, closed-ended questions (include rhyme identification, rhyme production, phoneme identification, language fluency, multiple choices, completion type, qualitative vocabulary, translation, rearrange words, besides the qualitative (parts of the speech), odd one out, tenses, matching the words, acronyms, cloze test, and alphabetic order) and the open-ended questions (i.e., word formation, word chain, missing letters, and semantic mapping) (Phillips and Stawarski, 2008; and Dornyei, 2003). In order to increase the reliability of the questionnaires, it was decided to apply both types of closed and open-ended questions. The major advantage of closed-ended questions is that their coding is straightforward and leaves no room for subjectivity. On the other hand, in open-ended questions, there is always a chance that they can lead us to identify issues not previously anticipated. In this questionnaire the researcher used the numerical rating scale. The following questionnaires (see appendices -I, II & III) were discussed items wise.

The questionnaires are categorised into two: 1. Questions to elicit metadata that refer to the background of the students; 2. Questions that are based on the class work.

1. Background of the students, like
 - a. Name of the student,
 - b. Name of the school,
 - c. Medium: English/Telugu or any other
 - d. Sex: Male/Female,
 - e. Location: Rural/Urban.
2. Questions of class teaching based on English textbook plus Supplementary Readers.

This section was constructed with 20 main items; each item is confined to one skill among the language skills listed. The following are the questions:

Question no. 1 The following is a group of words that rhyme closest. Draw a circle round those words as in the model shown here:

e.g.:  fine fun - pine

The researcher provided five sets of rhymed words for all the three classes. Each set consists of three similar words, out of them, the student has to identify correct rhymed words and encircle two of the same or similar rhymed words. This question is closed-ended and language test for reading. This question carried five marks.

Question no. 2 Read each word and write the similar rhyming word for each of these in the blank given:

e.g.: make, _____ Ans: **take**

It provides five rhymed words. Each rhymed word has a provided a blank against it to write the answer. The student has to write similar rhyming word for each of them. The researcher has provided rhymed words as the answer in the box. The student has to pick up the correct rhymed word from the given box for class 5th. The question was closed-ended for class 5th and open-ended for class 6th and 7th. It was tested for writing skill of students. It's also carried five marks.

Question no. 3 Find out the pronunciation of the underlined character and encircle it by selecting the appropriate character from the choice given next to the word.

e.g.: Wise [s, z]

The question was the closed-ended type. The item consisted of five words; each word has two letters against it within the brackets. The students have to select one and encircle or underline the correct letter from them. This type of questions tested for listening skill. This question carried five marks only.

Question no. 4 Underline the silent letters in the following words:

e.g.: W r i n g

This item is drawn from speaking skill and closed-ended category. The researcher has provided five words. Each word consists a silent letter within the word. The learner has to

find out the correct silent letter in the word and underlined. The researcher provided five marks for this question.

Question no. 5 Choose the correct answer:

e.g.: who is Dr. Vikram Sarabhai? []

- a. Scientist b. Dentist c. Activist d. Doctor

It was multiple choice questions and closed-ended type. Under this category, researcher has provided two questions consisted of a stem and a number of options (usually four), from which the student has to select the right one. This item was tested for vocabulary. The maximum marks assigned to this question are two.

Question no. 6 Fill in the blanks with suitable *forms of the verb* given in brackets

swimming, breathe, shapes, watching swallow

This is an aquarium. Children are _____ the fish. The fish are _____ in the water. We cannot _____ when we are under water. But they can. They are of different _____ and colours. The smaller fish are afraid of, the bigger ones. The bigger ones may _____ the smaller ones.

This item belongs to comprehension by gap-filling or completion and question was closed- ended type. Sometimes, a gap may or may not be signalled by a blank, the word or phrase to be inserted may or may not be given or hinted at. Here, the item provided six forms of the verbs (the verbs provided against each blank of the paragraph) for class 5th and 6th and five phrases, provided within the box for class 7th. With the phrases or forms of the verbs, the paragraph has to be completed with right answers. The question was tested for vocabulary. The marks assigned for this query were five to class 7th and six for class 5th and 6th.

Question no. 7 Read the following sentences. Select the appropriate word from the words given in brackets.

e.g.: Raja _____ (and/or) Ramu are brothers.

The item was the closed-ended type, which is related to parts of the speech. The query covers an article, preposition, verb, adverb, adjective, noun, pronoun and conjunction. The investigator was provided with each sub-question for the different skill. The student has to choose the right answer from the choice of two words given against the blank of

the question. This was the test for the knowledge grammar. The question carried eight for 5th and 6th, and seven marks for class 7th.

Question no. 8 Write the meaning of the following words in your mother-tongue.

e.g.: Happy_____

The item constructed for translation and question types was open- ended. The examiner has given five words for 5th & 7th, and four words for 6th class of the learner to translate into mother tongue for the answer. This item was tested for language comprehension. For this question, five marks for 5th & 7th, and four marks for class 6th were assigned.

Question no. 9 Re-arrange the words in the following lines to make meaningful sentences:

e.g.: city / big / a / is / Hyderabad. Ans: **Hyderabad is a big city.**

The item seeks the rearrangement of the words into sentences with an acceptable meaning. The researcher has provided four jumbled words in sentences for class 5th and 6th, five jumbled words in sentences for class 7th. The examinee has to put the words in correct order into meaningful sentences. The item was tested for grammar skill, and the item was closed ended. The examiner has allotted maximum marks for this question i.e. four for 5th and 6th, and five for class 7th.

Question no. 10 Write the number of the words that you chose next to its meaning in the given brackets:

- e.g.: 1. timid [5] move your head
2. fluttering [1] fearful
3. whisper [2] moving the wings
4. prancing [4] jumping high and moving quickly
5. nod [3] talking silently to each other.

This question consisted two columns, each column contained five words or phrases, in the first column there are words or phrases, and the second column has words or phrases meanings that against the first column. The examinee has to by selecting equivalent words to write the answers from the first column. The student has to find out the correct equivalent and writes numbers in the provided boxes. This question was the closed-ended

type. It was tested for to comprehension of vocabulary. The examiner has assigned the maximum marks of five this question.

Question no. 11 Circle the words that do not belong to the group; the odd one out:

e.g.: School orning, evening, afternoon.

The item tests the associated relationship between three words, i.e., ‘the words are related in a particular way’. The question organises five groups. Each group has a set of four words each of related to the same association, but one word does not belong to the same group. Here, the learner has to read the words repeatedly until s/he understood the relationship of s/he set group. The examinee may encircle the appropriate word, which does not belong to the same group. The question was the closed-ended category. The maximum marks allotted for this query were five.

Question no. 12 Write the following sentences in past simple/past perfect tense:

e.g.: Ramu is writing. **Ans:** Ramu was writing. (past simple)

This item tests the transformational relationship between different grammatical aspects. “It’s extremely useful in testing learner’s competence in producing correct sentences”. The question has five sentences for class 5th and 6th, and four for class 7th. The sentences were given in simple tense. The learner has to write the sentences into past simple/past perfect tenses. Here, the item was open- ended and tested for grammar. The item carried five marks for the class of 5th and 6th, and four for 7th class.

Question no. 13 Fill in the blanks with the missing letters:

e.g.: u n c l e

This item covers the missing letters in the spelling sequence. The researcher provided five words for class 6th and 7th, and six for class 5th. The testee has to fill up with missed letters to get the meaningful word. This item belongs to opened-ended type. It was tested for writing skill of the learners. The examiner assigned five marks to class 6th & 7th, and six marks for class 5th for this question.

Question no. 14 The letters of words given in brackets are jumbled. Write them into meaningful words:

e.g.: [ATERCHE], Ans: TEACHER.

The item has jumbled up characters in the word. The question has provided five such words that have jumbled up letters. The student has to rearrange jumbled letters into a

meaningful word. The question tested for the writing abilities of the students. The researcher used closed-ended question. The maximum marks carried by this question are five.

Question no. 15 Match the words in column ‘A’ with their opposites in column ‘B’ by writing the number in the brackets against the opposite words in column ‘B’:

e.g.:	A		B
	1. Down	[3]	unhappy
	2. Hard	[4]	wet
	3. Happy	[5]	demolish
	4. Dry	[2]	soft
	5. Construct	[1]	top

The closed-ended question used here involves matching the opposite words. The researcher provided two columns A and B with the antonyms. Column A has six words for class 6th and 7th, five for class 5th. Antonyms for the words listed in column A are provided in column B put with after A order. Here, the student has to write the number of the word in column A against the word of column B in the given brackets. It tested the semantic relation of the vocabulary. The examiner has assigned six marks for class 6th and 7th, and five marks for class 5th.

Question no. 16 Expand the following abbreviations:

e.g.: Dr. = doctor

This item tested for writing ability skill and the question category was an open-ended. The researcher has provided five and six acronyms for 6th, 7th and 5th classes respectively. Students of class 5th have to write numerical values into words. And abbreviations have to an expanded for class 6th and 7th. The researcher has assigned maximum six marks for class 5th, and five for class 6th & 7th.

Question no. 17 Complete this story. Choose the words given in brackets and use the u form of the words that you have chosen:

e.g.: Manaranna was in the kitchen. A cat came in _____ (quiet/happy/sad). He did not see it. The cat saw a bowl of milk and _____ (happy/live/quick) began to drink it. He did not look around, and the cat _____ (loud/quiet/happy) lapped up milk. Then

Manaranna saw the cat. He screamed _____ (loud/quiet/quick) and the cat ran out. He looked _____ (light/sad/quiet) at the empty bowl.

The item was closed-ended type question. It is cloze test, 'which measure the learner's ability to negotiate meaning from the context despite gaps or interruptions.' The investigator has given a short story with blanks (against blank three choice words) are give in the passage with six gaps for class 6th. The learner has to choose the correct answer from the given words. For the class 7th examiner provided a short story with five blanks (against the blanks three options were provided). The students have to make a choice of the right word and add -ly and write it in the blank. Finally, for 5th class, the researcher has provided only five verbs. The testee has to complete the verbs, where the blank appears. This cloze test tested for grammar and pragmatic test. The question carries maximum marks of six for 6th class, and five marks for 5th and 7th classes.

Question no. 18 Write as many words as possible using the characters from the given words:

e.g.: CAPTURE: 1. Care, 2. Cat, 3. Pure, 4. True, 5. Cap, 6. Put, 7. Cure, 8. Rat, 9. Rate, 10. Cute, 11. Tape, 12. Ear.

The item tests the familiarity and ease of in rearranging sequences of characters in the formation of words. The researcher has provided five words for the three classes, using the letters of words, the student has to write as many possible words. This question is an open-ended type and item tests the cognitive writing skill. This question carried maximum five marks for the three classes.

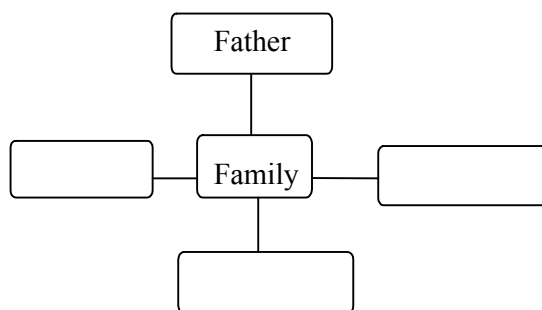
Question no. 19 Arrange the following sets of words in the alphabetical order:

e.g.: ever, every, enter, escape: **Ans:** enter, escape, ever, every.

The question is a closed-ended category. The question contained five sentences for the three classes; each of the sentences has a set of words. The learner has to provide the set of words in alphabetical order. The item tests the proficiency in vocabulary. This question carried maximum five marks.

Question no. 20 Fill in the boxes with appropriate words in the given semantic mapping:

e.g:



The question is of an open-ended type. The item tests the semantic mapping for writing ability of the learner. The question contained three words in the classes 5th & 6th, and seven in 7th. The examiner assigned the maximum three marks for class 5th, six marks for class 6th and 7th to this question.

3.10 Administration of the Questionnaires

The study has adopted simple random sampling. In view of the research aims and objectives questionnaires were prepared for classes 5th, 6th and 7th. The same are administered in various schools selected in the two urban districts and rural one district areas of Andhra Pradesh[@]. (see appendices I, II & III).

The researcher has physically visited and conducted tests in the schools. Before visiting the schools, the researcher collected a letter from the Director of the Centre for Applied Linguistics and Translation Studies, the University of Hyderabad seeking permission to conduct the field work that was addressed to the headmaster of the schools, explaining the purpose of the field work. The researcher would take permission in advance, or else fix up with dates and time from the headmaster of the schools for an immediate visit.

The field work was conducted in the academic year of 2012-13 in the urban area and 2013-14 in the rural areas. First, the researcher visited the selected urban area schools met with the Head Master of the school, sought the permission to officialise the visit. Then came across with the teacher of English as a subject to cooperate in conducting the test in the classroom. In the presence of the English teacher, the investigator gave instructions about the test to the students to come out voluntarily or else the teacher called upon the students to take up a test. While selecting the students for test the researcher cautiously selected the gender. The questionnaire was distributed to the students to write up. After distribution of the questionnaire, the researcher kept moving around the classroom along with English teacher to facilitate the students who take the exam to complete the

questionnaire and clear the doubts if they had any. After completion of the exam, the questionnaires were returned to the researcher. On the spot, it was checked for any blanks and if found requested them to complete.

Secondly, the researcher selected schools in rural areas; most of the schools are far removed from one school to another school. The examiner personally visited them daily one school. Once the permission from the Head Master to conduct the exams in school is obtained the researcher met with the English subject teacher, to explain the purpose of the study. Both the researcher and the English subject teacher entered into the target classrooms, the researcher explained instructions to the students, how to write the exam. Later, the subject teacher has invited to students. To come forward to take the exam. While conducting the exam in the classroom, the researcher and teacher kept waiting in the classroom to facilitate to complete the exam. But most of the students were asked many doubts in each question before attempting the answer, most of the students were asked the questions to be translated into their mother tongue language. The researcher collected all the written questionnaires from the students, after completion of the test. While collecting the papers, the examiner checked the question papers for any blanks left by the students. If any blanks appeared in the paper, again the researcher requested the student to complete the blank. This field work was done in rural areas by the researcher during the academic year of 2012-13. As the English subject teachers and the researcher together conducted the test. Towards the end, the questionnaires were administered to a total of 900 students of 23 targeted schools of urban and rural areas in Andhra Pradesh[@]. Thus, the responses of the collected data were adequate for this study.

The particulars of the number of collected questionnaires from different classes are given below.

Number of questionnaires collected from 5th class = 240

Number of questionnaires collected from 6th class = 300

Number of questionnaires collected from 7th class = 360

Total = 900

3.11 The Item Difficulty

To increase the understanding of item analysis and provide the first experience in the calculation of item difficulty (p) and item discrimination (d) indexes consider the following:

The formula of the item-difficulty index (p) =
$$\frac{Np}{N}$$

Here,

Np = total number of correct answers in the item

N = total number of attempted answers in the item

Thus, the item difficulty index (p) ranges from 0.00 to 1.00

If no one answers the item correctly, the p -value is 0.00. An item that everyone answers correctly than the p value is 1.00.

Table 3.3: The Item Difficulty Index

Items	p		
	5 th class	6 th class	7 th class
1	0.44	0.60	0.69
2	0.75	0.39	0.53
3	0.62	0.64	0.61
4	0.54	0.68	0.70
5	0.73	0.47	0.38
6	0.46	0.16	0.53
7	0.60	0.80	0.56
8	0.49	0.52	0.39
9	0.41	0.27	0.49
10	0.67	0.60	0.44
11	0.81	0.87	0.68
12	0.23	0.31	0.17
13	0.71	0.60	0.49
14	0.65	0.19	0.40
15	0.64	0.44	0.61
16	0.38	0.40	0.19
17	0.21	0.56	0.17
18	0.41	0.39	0.60
19	0.69	0.44	0.57
20	0.68	0.19	0.70
Average	0.554	0.476	0.495

The values of the item difficulty indexes of the class 5th to 7th followed the p -value in between 0.00 to 1.00 of coefficients and averages of the three classes are given in the table.

3.12 Validation of the Questionnaire

Validity and Reliability are the two most essential qualities of a good test. This refers to the ability of a scale to measure what it is supposed to measure. There are various kinds

of validity, viz., content validity, criterion-referenced validity and construct validity. This study adapted content validity.

3.12.0 Content Validity

This is a non-statistical type of validity that involves “the systematic examination of the content to determine whether it covers a representative sample of the behaviour domain to be measured” (Anatasi and Urbina, 1997, pp. 114-115).

Foxcraft et al. (2004, p.49) note that by using a panel of experts to review the test specifications and the selection of items the content validity of a test can be improved. Thus, to establish the content validity of the draft tool, it was got analysed by the supervisor and other experts. The tool was accepted and used only for their identification that the items in it were relevant to study.

3.13 Reliability of the Questionnaire

It is usually considered as an attribute of consistency. A scale should give consistent results. The reliability of a test may be estimated through a variety of methods that include Test-Retest Method, Split half, Equivalent forms, Inter-rater reliability and Alpha, etc.

The researcher adapted the Alpha method for testing the reliability of research instrument. The research instrument consists of indexed responses to dichotomous or multi-scale questionnaires. However, the question of reliability rises as the function of scales stretched to encompass the realm of prediction. One of the most authentic reliability statistics was in using Cronbach's alpha (Cronbach, 1951). Cronbach's alpha determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability.

The questionnaires of three classes contained 20 main items, out of them, each of the items used in different scales for the purpose of the study. The item no. 1 was intended the student to identify the rhyming. Under this item, there are five subsets of multiple scales. Similarly, the item 2 rhyming contained five sub sets of multiple points. The item no. 3 intended the student to find out phoneme identification, with a set of 5 different scales. Item 4 was the language fluency testing of the students, with five sub scales. The item no. Five concentrates on language content with two sub-scales. The item no. 6 was the cover to gap-filling up, which includes 5 points. The item 7 was qualitative of evaluating learning of the vocabulary (parts of speech), related to their course book, with

8 points. The item no. 8 involves translation from the second language to the mother tongue with four subsets of point scale. The item no. 9 provided five sets of words for rearranging then into sentences. The item no 10 involves quantitative measure on vocabulary with five words given against words in the 2nd column to identify equivalents. The item no. 11 gives five groups of words, and one has to identify the odd one out. The item no. 12 covers tenses with the four sentences to be correct to do to past simple tense. The item no. 13 contained five words each with a gap to be correctly filling. The respondents have to complete with the correct letter. The item no. 14 has jumbled letters. The respondents rewrite the correct word. The item no. 15 has five words for matching against those listed in another column. The item no. 16 was provided five acronyms. The item no. 17 has cloze test/ comprehension covering five points. The item no. 18 deals with word association with five different scales. The item no.19 provided five sets of sentences to be arranged in the alphabetical order. The last item no. 20 displays the semantic map with 7, 5 and three marks for the class of 7th, 6th and 5th questionnaires respectively.

The reliability of the statistics of the items was tested through Cronbach's alpha. The Cronbach alpha reliability is normally greater than 0.7 in order to be accepted.

Table 3.4: The Distribution of the Reliability of Statistics of Classes 5th, 6th and 7th

Class	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
5 th	.821	.822	20
6 th	.790	.765	
7 th	.776	.767	

The given in table the Cronbach's alpha coefficient of the student questionnaires. The reliability coefficient of the 5th class students' questionnaire was found to be 0.821, class 6th 0.790 and class 7th 0.776.

The inter-rater reliability coefficient of the 5th class students' questionnaire was found to be 0.822, class 6th 0.765 and class 7th 0.767. Whereas, the Cronbach's alpha values have been provided for the items in the following table for all the classes.

Table 3.5: Distribution of Descriptive of the Items Reliability Statistics for Classes of 5th, 6th and 7th

Items	Cronbach's Alpha if Item Deleted		
	5 th class	6 th class	7 th class
1	.826	.791	.774
2	.807	.789	.766
3	.817	.783	.780
4	.812	.790	.766
5	.819	.793	.777
6	.822	.793	.764
7	.815	.777	.774
8	.810	.790	.766
9	.804	.766	.768
10	.822	.767	.785
11	.818	.800	.782
12	.825	.782	.772
13	.810	.771	.764
14	.800	.782	.763
15	.805	.767	.757
16	.801	.780	.766
17	.820	.789	.762
18	.810	.766	.752
19	.801	.783	.750
20	.808	.765	.750
Aver- age	.812	0.781	0.766

The above in the table the Cronbach's alpha values of all the items shown for the three classes. The alpha values in between 0.826 to 0.750, and these values were secured more than the accepted range of item's reliability. According to George, D and Mallery, P. (2003) provide the thumb rules of accepted, more than 0.9 - Excellent, more than 0.8 - Good, greater than 0.7 - Acceptable, greater than 0.6 - Questionable, greater than 0.5 - Poor, and less than 0.5 - Unacceptable" (p.231). The questionnaires have been rated in the range of good and acceptable. The values of Cronbach's alpha with reference to good and acceptable indicating of internal consistency of the items in the scale.

3.14 Data Analysis

The present study involved both the quantitative and qualitative methods for which the quantitative data were collected. This involves statistical analysis and the interpretation of data in order to find out the research results.

The three groups of students, who were participating in the questionnaire survey, were students of English as a compulsory subject in different Government schools. The researcher physically visited the schools, randomly selected for collecting the information. While collecting the data from the respondents first, the researcher explained objectives and purpose of the study to the targeted students, and pick up the respondents from the class chosen by the English teacher from among a group of student who volunteered. The questionnaire distributed to the students in the classroom in the presence of the English teacher. Most of the respondents have to complete the test. While writing the test, the researcher and English teacher have supervised the test in the classroom. In case if any respondents have posed doubt to they were attended to. But in the Rural area and Telugu medium students came up with lots of doubts (i.e., explained each item or translation into their mother language) until they complete the test. Some of the students were unable to read the questionnaire in the rural areas, and the researcher has explained where the respondents stuck with a question. After the completion of the test, the researcher has alerted to check out each test questionnaire for the blank responses, if any, found, immediately requested to fill in the blanks left. The English class teachers were cooperative and encouraged to conduct the test for students. They were happy in sharing the feedback with the researcher till during the entire period of data collection from the school.

The study made use of 900 questionnaires administered to collect the information from simple randomly selected 23 government schools of Andhra Pradesh[@]. The sample included student's of 5th, 6th and 7th classes from the different government schools of urban and rural areas of Andhra Pradesh[@]. Out of a total number of 900, the maximum numbers of respondents from class 5th with 240 (26.7%), 6th class with 300 (33.33%), and 7th class with 360 (40%) respectively.

After gathering the information, the researcher sorted out the data according to the gender, medium, location and class wise. Firstly, the information collected from the urban area schools were posted in Microsoft Office Excel-2010, in class wise. Here, while entering the data, the researcher has given numeric numbers for responses (i.e. 1 for the correct answer, 0 for an incorrect answer and 2 for no response). While doing the evaluation of questionnaires, the researcher found many blanks by the respondents particularly, the personal information of student data, the name of the schools and rural and urban areas selected. The researcher had completed the entry of all the three groups

of selected classes and arranged it for statistical analysis. The scoring of the section is based on summing all the items for each to get a raw score for a particular individual. Being a non-parametric scale of the group, data were analysed using the descriptive measures for frequencies and mode.

There were two sections in the student questionnaire; the first section deals with basic information about the respondent and second deals with content based on the prescribed texts for the study. The questionnaires contained 20 test items. Each of the items has a specific ability to test to ELL. The whole set of questions were framed to find out different ability and skills of English learners.

The questionnaire-based survey is used to easily obtain information from a large number of participant students of class 5th to 7th in order to understand their proficiency in English. It is essential to ensure the trustworthiness of the data on which the findings of the research are based and hence the issues of validity and reliability were addressed too. “Reliability is the degree of consistency that an instrument or data collection procedure demonstrates, while validity is the quality of data collection procedure that enables it to measure what it is intended to measure” (Best and Kahn, 1998). The issues of validity and reliability in quantitative research correspond to the belief of truthfulness, reliability to internal validity, dependability to reliability, and conformability to objectivity (Denzin, 1978). The data for the study covering a large number of students have been collected using questionnaires over a period two academic years during the questionnaire preparation involving the whole content of the syllabus of classes 5th, 6th and 7th took the whole the academic year. During this time the researcher visited the selected schools in Rural as well as the Urban areas for another academic year.

3.15 Statistical Techniques Used for the Study

The study used SPSS version 19.0 and Microsoft Office Excel 2010 for statistical calculation of the values derived from the questionnaires. In order to achieve the aim and objectives of the study, the data were subjected to both descriptive and Inferential Statistical Analyses. In descriptive statistics, and non-parametric scale of the variables used, distributions of frequencies was worked out on the scores of total secured marks in English language learners of the whole sample (Total = 900, from three classes).

Descriptive statistics of the frequencies of ELL test items of the twenty categories, viz., vocabulary, spelling, reading, writing, listening, grammar, gap- filling, matching, rearrangement of word or sentences, tenses, words jumbled, word chain, semantic map

and translation were calculated separately also for all the test items and groups of subjects i.e. the Overall, Male, Female, Urban, Rural, Telugu, English, Item High Scores of the variables of the classes 5th, 6th and 7th.

Chapter 4

The Data Analysis and Results

4.0 Introduction

In the present chapter, we display the execution of the analysis of the data and the subsequent research findings of the study. The study includes a primary research survey on: ‘An Analysis of the English Language Learning at School Level in Urban and Rural Areas in Andhra Pradesh[@].’ The research findings were derived from the congregated information collected through a questionnaire from 900 students studying in 5th, 6th & 7th classes. These students are from the Government schools situation in the U and R areas. The questionnaires (see appendices I, II & III) were framed with 20 main questions, the main question in itself is composed of two, five and eight subsets of questions.

The objective and purpose of this research is to investigate and find out the problems of the learners who opted for the study of English language at an early age. It also involves finding out whether there is a difference in terms of the acquisition of vocabulary in relation to learners who take up learning Eng at a later age. The research and data collection was carried out through information collected from 5th, 6th and 7th class students of government schools situated at Gundlapally, Deverakonda (DVK) Mandals of Nalgonda (NLG) district, Vangur and Amangal Mandals of Mahaboobnagar (MBNR) district of R areas, and Serilingampally Municipality of Ranga Reddy (RR) district. The independent variables related to the research objectives and testing of the hypothesis was prepared on the basis of textbooks prescribed for early English Reader (5th, 6th & 7th classes) with Supplementary information provided for Tel medium students.

The independent variables are selected for data analysis and are explained in detail with class, location and language medium. The students’ questionnaires were tested on SPSS version 19.0 software and Microsoft Office Excel-2010. The research results were collated and tabulated through tables and figures; and, is further followed by a detailed analysis.

The study adopted nominal scale which is used when a set of objects among two or more categories are to be differentiated on the basis of some similar defining characteristics. Usually, symbols or numerical values are chosen to represent all objects in a given category. The researcher assigned students to different categories such as locality (R and U), gender (F and M) and medium (Tel and Eng) as variables. Nominal scale is no

adorable and the only arithmetical operation applied to such scales is counting, the mere enumeration of individuals in a particular category. Statistical analysis is based on counting and is permissible in this type of measurement.

Thumb rules for using nonparametric are:

1. The nature of the population from which samples are drawn and are not known to be normal.
2. The variables are expressed in nominal form.
3. The data are measured and expressed in numerical scores tagged with ranks or grades.

Before going to data analysis and result findings, the researcher has formulated a scale (not for Item 5 of three classes) for finding out the learner's ability on the basis of marks secured for research convenience as seen in the following table below:

Table 4.1: The Rating Scale for the Data Analysis

Sl. no	Marks	Abilities/Skills
1	0	Unfamiliar or Unknown
2	1	Feeble or Very Poor
3	2	Deprived or Poor
4	3	Average or Standard
5	4	Excellent
6	5 to 8	Outstanding

(Sources: Researcher Rating Scale)

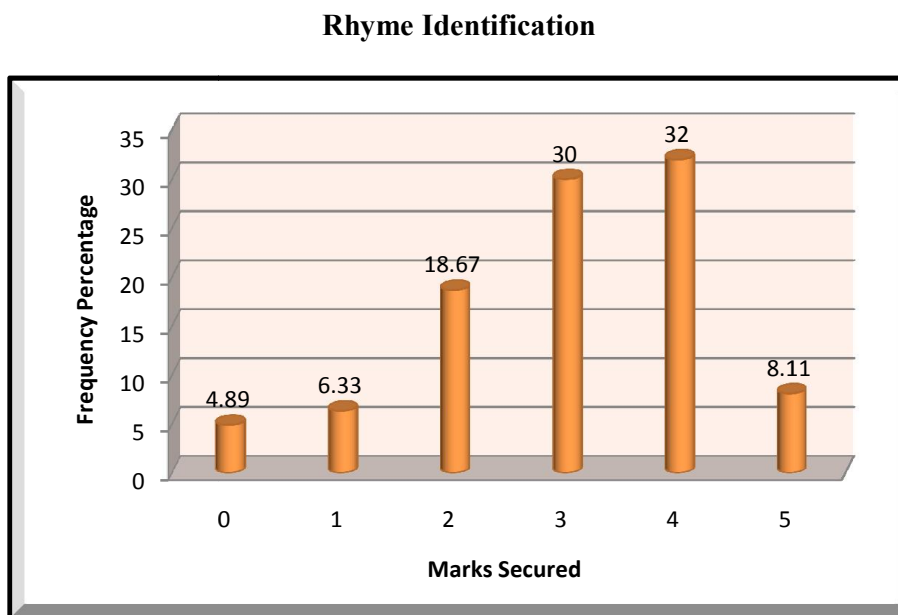
There are questions that have five as maximum and same six as maximum and in analyses it an eight maximum marks assigned.

4.1 Overall Samples: Data Analysis and Results

To fulfill the research objectives (as mentioned in chapter 1, page 16) the results of the questionnaire are tabulated and analyzed. The total number of participants, the marks secured and their frequency percentages are shown through bar diagrams, along with the percentage of the total 900 students and their marks scored. These tabulations explain the learner's ability through the marks scored in the tabular formula. Here, the X-axis shows the marks secured, and the Y-axis, the percentage of the students securing the total

number of marks. On the top of each bar numerical values appear as the percentage of secured marks of the learners.

Fig. 4.1.1: The Overall Samples of Frequency Percentage for Item 01:



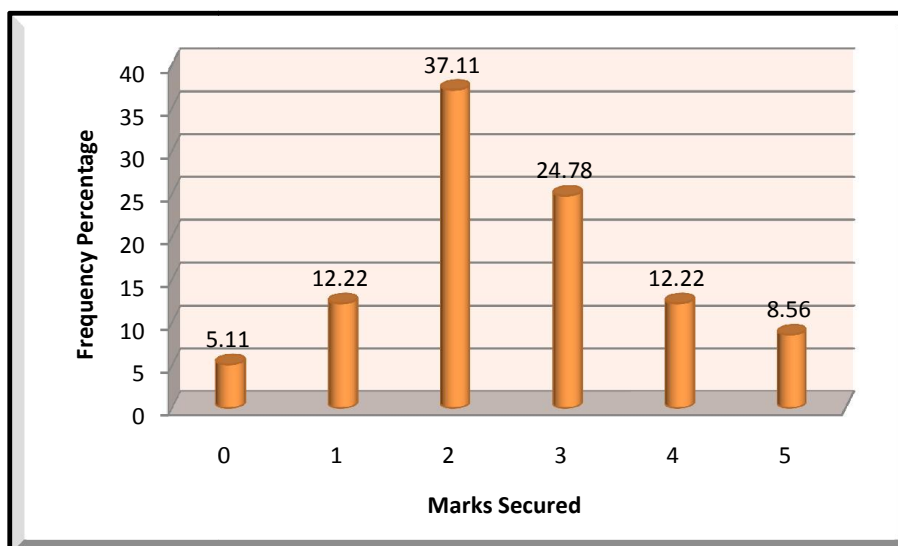
(Sources: The Field Study)

The above figure reveals the results of knowledge of the “rhyme identification” of 900 participants from three classes. The item tested the reading skills of learners. The figure values analysed as below:

- ❖ Five marks out of five marks scored by only 8.11% of participants. The learners have performed the outstanding ability in the item test.
- ❖ Four marks out of five marks were scored by about 32% of the learners have shown the excellent skills in the test item.
- ❖ Three marks out of five marks were scored by only 30% of participants and have shown the average ability in the test item.
- ❖ Two marks out of five marks were scored about 18.67% of the participants. The students have shown the poor abilities in the test item.
- ❖ About 6.3% of the learners secured one mark out of five marks and have shown the feeble abilities in the test item.
- ❖ In relation on 4.88% of the participants were unable to identify the rhymes and the students have shown the unfamiliar in the test item.
- ❖ The researcher observes that the overall large number of learners have shown in the excellent and shifts to standard abilities in the item test.

Fig. 4.1.2: The Overall Samples of Frequency Percentage for Item 02:

Rhyme Production



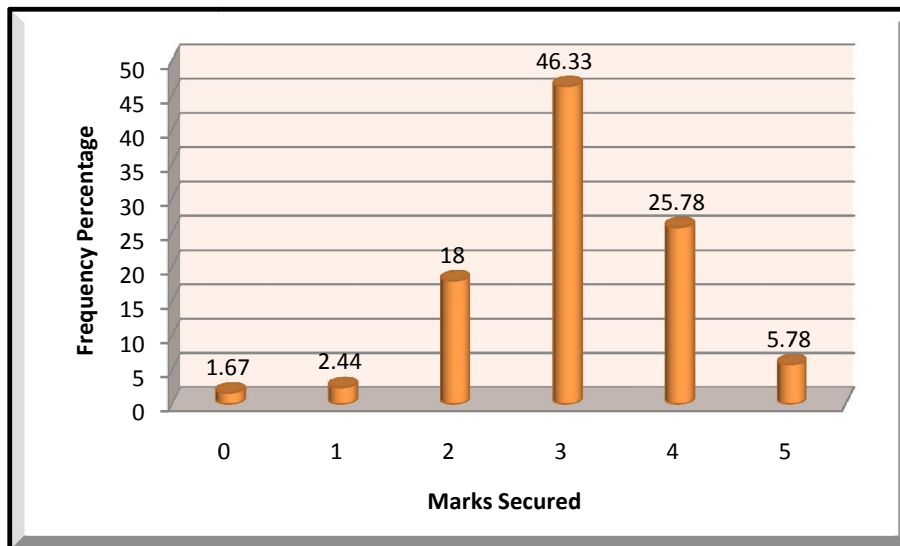
(Sources: The Field Study)

The above figures the results for “write the similar rhyming word” of total samples. This item tested the writing skills of the learners. The data displays values are described in the following:

- ❖ About 8.55% of the participants secured five marks out of five marks and have shown the outstanding abilities in the rhyme production the test item.
- ❖ The students of overall secured marks four out of five marks moreover have shown the excellent skills in the test item. In the item 12.22% of the students involved the test.
- ❖ About 37.11% of participants scored two marks out of five marks and the learners have shown the deprived abilities in the test item.
- ❖ 12.22% of the overall learners awarded one mark out of five marks and they have shown the feeble abilities in the test item of rhyme production.
- ❖ About 5.11% of the students no knowledge on the rhyme production. As per the data rating scale shows that the unfamiliar skill in the test item and learners secured zero mark out of five marks.
- ❖ Finally, the investigator observes that overall most of the learners have shown the average abilities in the test item of rhyme production.

Fig. 4.1.3: The Overall Samples of Frequency Percentage for Item 03:

Letter Pronunciation

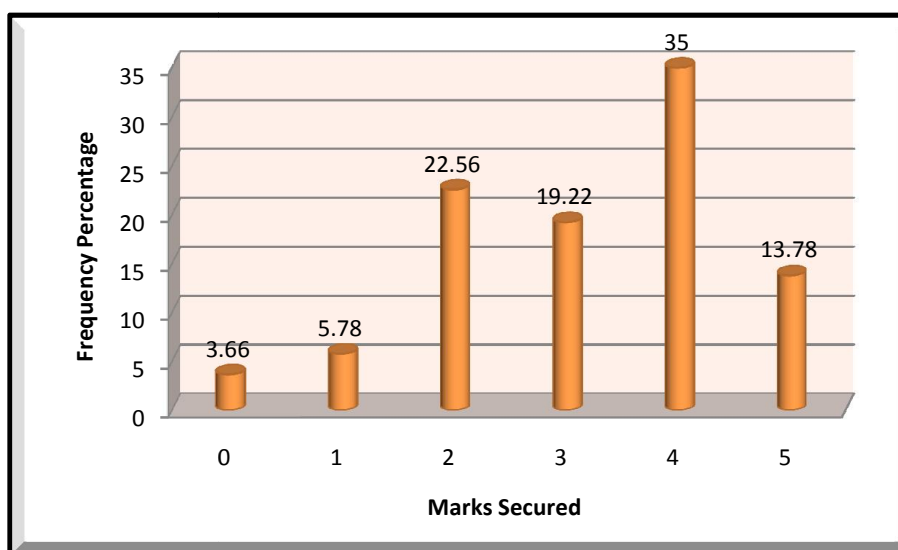


(Sources: The Field Study)

The above bar graph represents the results for “letter pronunciation” of the overall learners. The item tested the listening and speaking skills of the ELL and the chart results are described as below:

- ❖ About 5.77% of participants achieved five marks out of five. Thus, the learners have shown the outstanding abilities in the test item.
- ❖ The group of students secured four marks out of five. As per the results, 25.77% of the learners have shown the excellent skills in the test item.
- ❖ The highest percentages of participants are 46.33% and scored three marks out of five marks. The result of the chart shows that the learners have shown the average abilities in the test item.
- ❖ In the item 18% of the participants secured two marks out of five marks, and the learners have shown the deprived skills in the test item.
- ❖ About 2.44% of the students scored one mark out of five marks, and have shown the feeble abilities in the test item of letter pronunciation.
- ❖ With 1.66% of the learners secured zero mark out of five marks, and have shown the no knowledge in the test item.
- ❖ The researcher concludes that overall most of the learners have shown the standard and later on the excellent abilities in the test item.

Fig. 4.1.4 The Overall Samples of Frequency Percentage for Item 04: Silent Letters



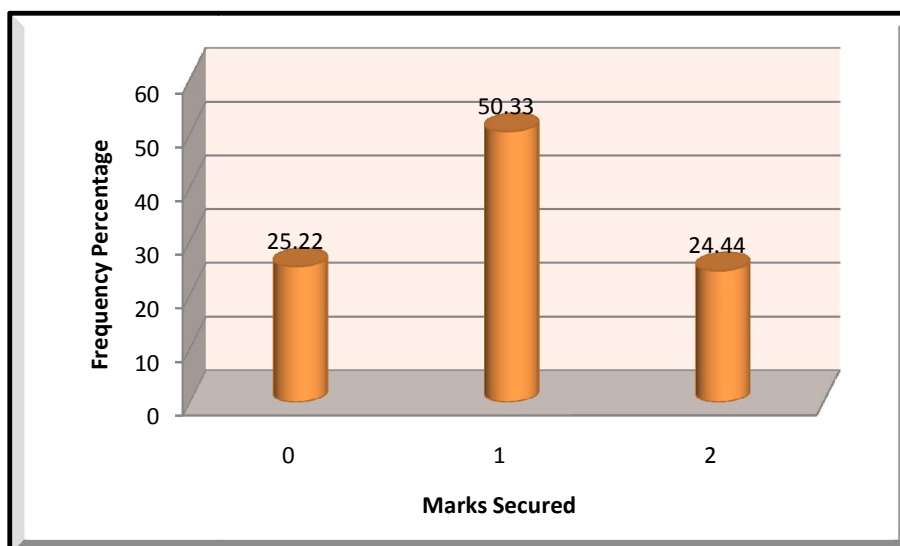
(Sources: The Field Study)

The above figure shows the results for the test of “finding silent letters in words.” The item tested speaking skills of Eng language learners. The results are explained as below:

- ❖ In the item, 3.67% of the respondents were awarded zero marks out of five marks. The learners have no knowledge in the test item.
- ❖ 5.78% of the respondents secured one mark out of five marks. The learners have the feeble knowledge in the test item.
- ❖ About 22.56% of the participants awarded two marks out of five marks, and have shown the deprived abilities in the test item.
- ❖ 19.22% of the participants achieved three marks out of five marks, and have shown the average abilities in the test item.
- ❖ With 35% of the participants awarded four marks out of five marks. The students have shown the excellent abilities in the test item.
- ❖ 13.78% of the students secured five marks out of five marks, and have shown the outstanding abilities in the test.
- ❖ The investigator concludes that the learners have shown the excellent performance in the listening test.

Fig. 4.1.5: The Overall Samples of Frequency Percentage for Item 05:

Multiple Choices



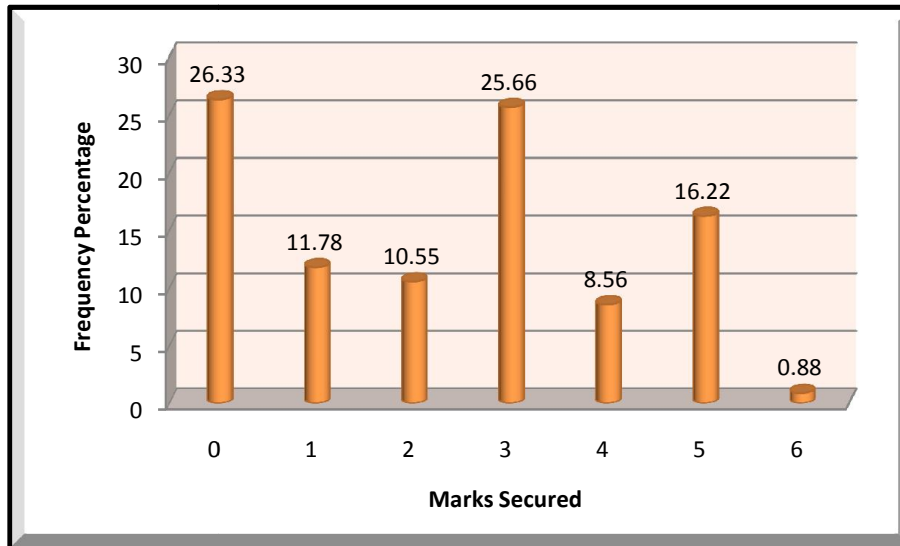
(Sources: The Field Study)

The above bar graph shows the results for knowledge on “multiple choices” of total samples. The item tested the vocabulary abilities of the learners. The data results values are described as in the following:

- ❖ About 25.22% of the participants secured zero mark out of two marks. The learners have shown the unfamiliar knowledge in the test item.
- ❖ In the item, 50.33% of the learners achieved one mark out of two marks. The students have shown the average abilities in the test item.
- ❖ Concerning, 24.44% of the participants secured two marks out of two marks and have shown the excellent abilities in the test item.
- ❖ The researcher observes that the maximum learners are in the average skills in the test of vocabulary skill.

Fig. 4.1.6: The Overall Samples of Frequency Percentage for Item 06: Gap Filling

The figure shows the results for the test on tenses and vocabulary through “fill in the blanks with suitable given words.” The item tested the vocabulary abilities of the learners. The data values are analysed as below:

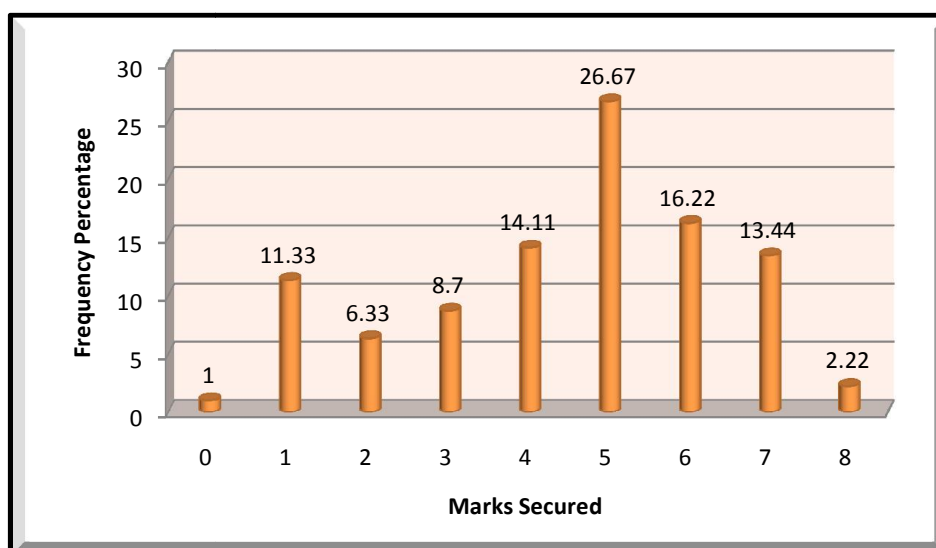


(Sources: The Field Study)

- ❖ About 26.33% of the students secured zero marks out of six marks, and have shown unfamiliar abilities in the item test.
- ❖ 11.78% of the participants secured one mark out of six marks. The learners have shown the feeble abilities in the test item.
- ❖ About 10.56% of the students secured two marks out of six marks and have shown the deprived abilities in the test item.
- ❖ About 25.67% of the learners secured three marks out of six marks and have performed the average abilities in the test item.
- ❖ In this regards 8.56% of the students secured four marks out of six marks and have shown the excellent abilities in the test item.
- ❖ 16.22% of the participants secured five marks out of six marks and have shown the outstanding abilities in the test item.
- ❖ About 0.89% of classes of 5th and 6th secured six marks out of six marks. The students have shown the wonderful abilities in the test item.
- ❖ The researcher observes that the learners have shown the poor abilities in the test item in overall.

Fig. 4.1.7: The Overall Samples of Frequency Percentage for Item 07:

Parts of Speech



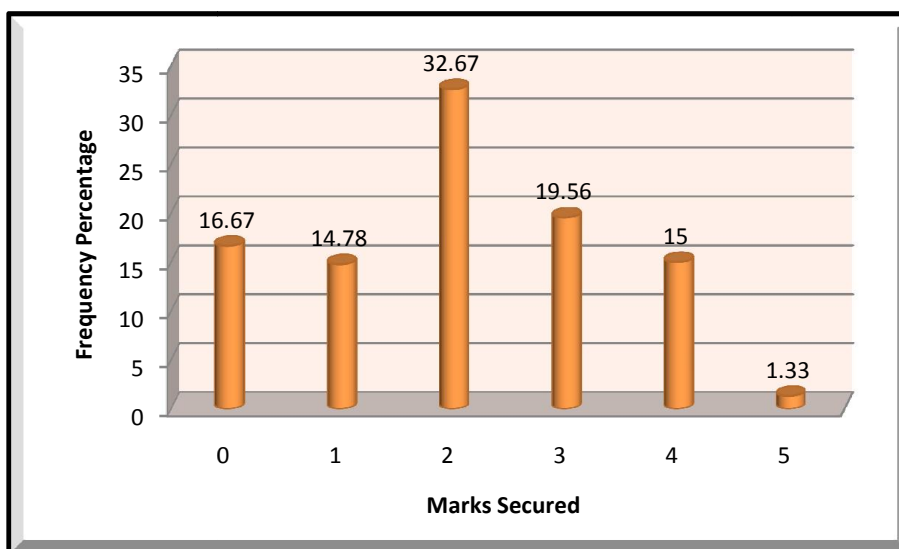
(Sources: The Field Study)

The figure displays the values for the qualitative vocabulary (parts of speech) test and item tested the grammar. The calculated values are interpreted as below:

- ❖ In the item, 1% of the learners secured zero mark out of eight marks. The learners have proven the unknown knowledge in the test item.
- ❖ About 11.33% of the learners secured one mark out of eight marks. Moreover, the learners have shown the feeble abilities in the test item.
- ❖ 6.33% of the participants secured two marks out of eight marks and have shown the deprived abilities in the test item.
- ❖ The participants scored three marks out of eight marks and have shown average abilities in the test item. Thus, the frequency of percentage is 8.7% in the item.
- ❖ The students secured four marks out of eight marks and about 14.11% of the learners have performed good abilities in the test item.
- ❖ About 26.67% of the participants scored five marks out of eight marks. The learners have shown the excellent abilities in the test item.
- ❖ About 16.22% of the participants secured six marks out of eight marks. The learners have shown the outstanding abilities in the test item.
- ❖ About 13.44% of the students achieved seven marks out of eight marks. The learners have shown the fabulous abilities in the test item.

- ❖ About 2.22% of the classes 5th and 6th participants scored eight marks out of eight marks. The students of the language learners have shown marvellous abilities in the test.
- ❖ The investigator notices that the maximum numbers of learners have the excellent abilities in the test item.

Fig. 4.1.8: The Overall Samples of Frequency Percentage for Item 08: Translation



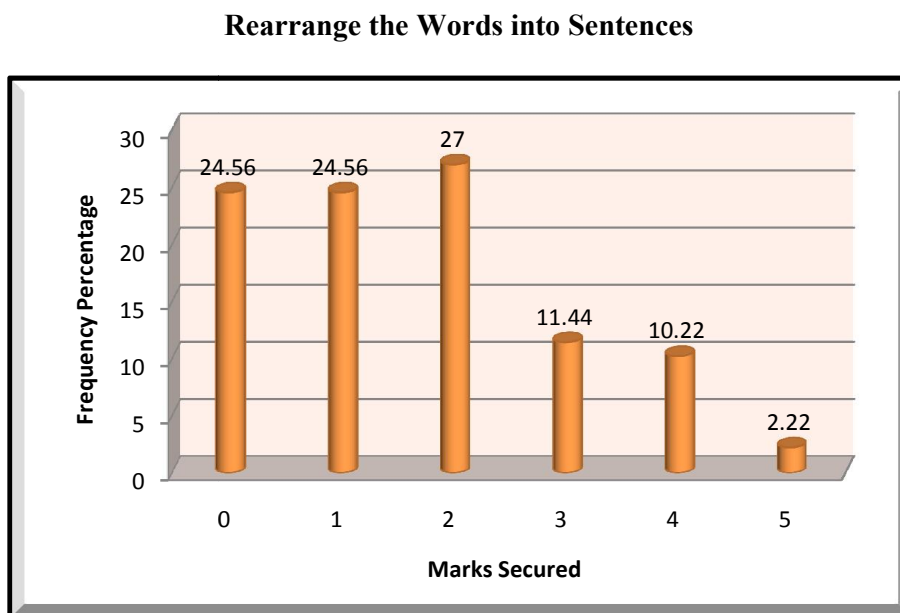
(Sources: The Field Study)

The above figure represents the results for the translation. The item tested comprehension abilities through translation. As per the data, the results are explained as in the following:

- ❖ The overall of learners of classes 5th and 7th secured five marks out of five marks. About 1.33% of the learners have shown the outstanding performance abilities in the test item.
- ❖ About 15% of the participants secured four marks out of five marks. As per the results the learners have confirmed the excellent abilities in the test item.
- ❖ With 9.56% of the participants secured three marks out of five marks, and have shown the standard abilities in the test item.
- ❖ The highest numbers of participants about 32.67% of secured only two marks out of five marks, and have confirmed the deprived abilities in the test item.
- ❖ About 14.78% of the students secured one mark out of five marks. The learners have shown the feeble skills in the test item.
- ❖ 16.67% of the participants secured zero marks out of five marks. The learners have exhibited the unfamiliar or no knowledge in the test item.

- ❖ The examiner views that the overall performances have shown the poor abilities in the test of translation item.

Fig. 4.1.9: The Overall Samples of Frequency Percentage for Item 09:



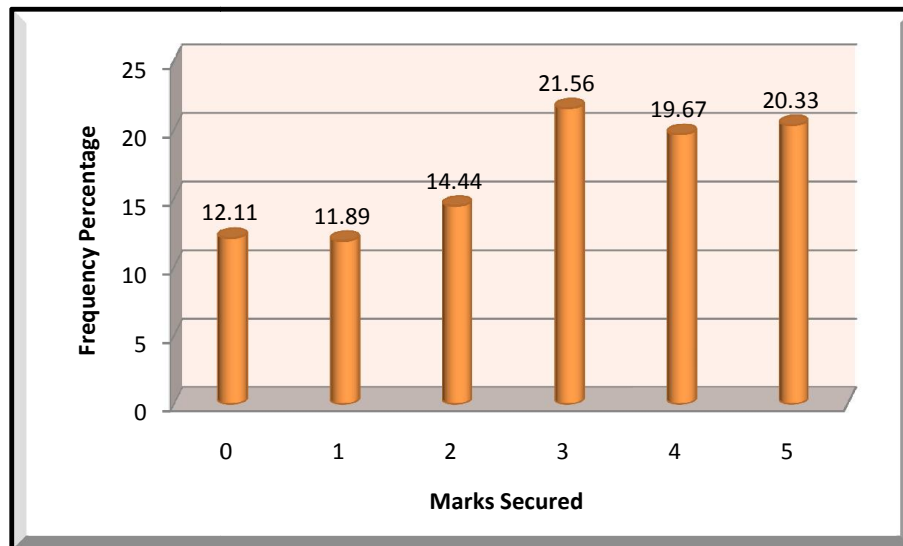
(Sources: The Field Study)

The above figure shows the results for the “rearrange the words with meaningful sentences” test. The item tested the vocabulary and comprehension of the learners. The overall participants’ abilities of the learners are analysed thus:

- ❖ In the item, 24.56% of the participants awarded zero marks out of five marks. The learners have shown the unfamiliar abilities in the test item.
- ❖ About 24.56% of the participants gained one mark out of five marks. The participants have performed the feeble abilities in the test item.
- ❖ In the item, 27% of the participants secured two marks out of five marks and have confirmed the deprived abilities in the test item.
- ❖ The students have secured three marks out of five marks and about 11.44% have confirmed the standard abilities in the test item.
- ❖ About 10.22% of the students secured four marks out of five marks, and have shown the excellent abilities in the test item.
- ❖ Finally, about 2.22% of class 7th of the learners secured five marks out of five marks. The learners have exhibited the outstanding abilities in the test item.
- ❖ The investigator notices that the majority of the learners of the three classes have shown deprived abilities.

Fig. 4.1.10: The Overall Samples of Frequency Percentage for Item 10:

Match the Words with Meaningful



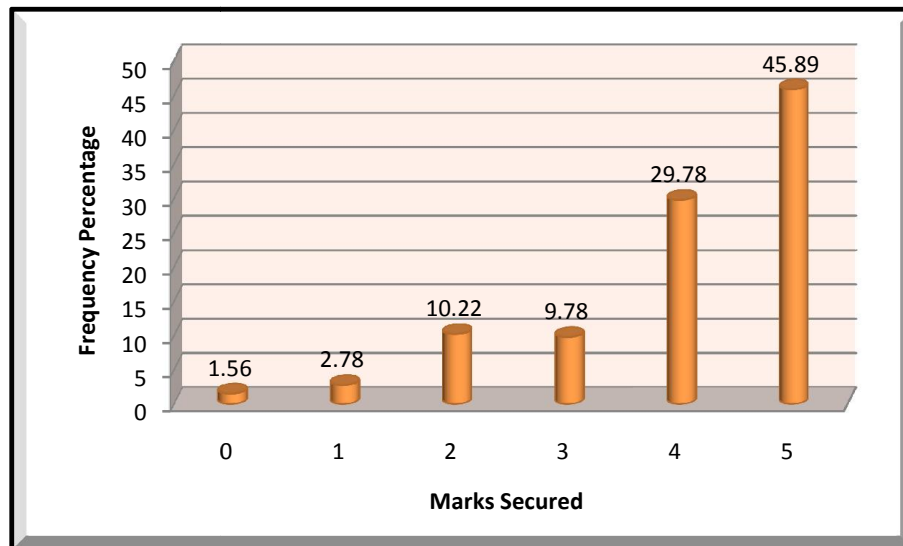
(Sources: The Field Study)

The above graph displays the statistical values for “matching the words with meaningful” test. The item tested the vocabulary abilities of the learners. The above figure results are described as in the following:

- ❖ About 20.33% of the participants secured five marks out of five marks. The students have shown the outstanding performance abilities in the test item.
- ❖ About 19.67% of the participants secured four marks out of five marks. The learners have confirmed the excellent abilities in the test item.
- ❖ In this regards, 21.56% of the participants secured three marks out of five marks. As per the statistical data source it is the highest frequency. Nevertheless, the learners have shown the average abilities in the test item.
- ❖ About 14.44% of the participants secured two marks out of five marks. The learners have shown the deprived abilities in the test item.
- ❖ The informants secured one mark out of five marks. About 11.9% of the learners have shown the feeble abilities in the test item.
- ❖ 12.11% of the participants scored zero marks out of five marks. As per data the learners have shown the unfamiliar in the test item.
- ❖ The researcher observes that the learners have shown the outstanding abilities in the overall test item.

Fig. 4.1.11: The Overall Samples of Frequency Percentage for Item 11:

Associate Words

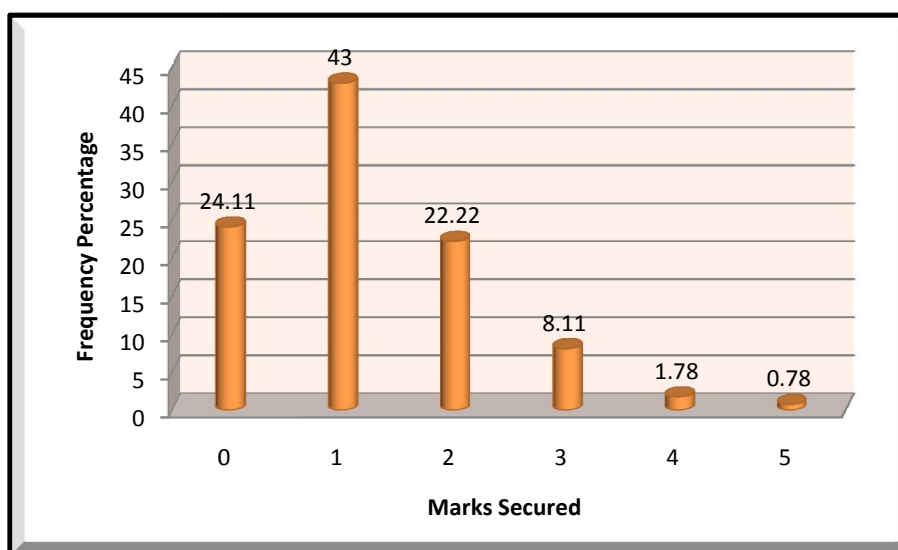


(Sources: The Field Study)

The above figure shows the results for the item “associate words” test of overall samples. The item tested the vocabulary of the learners. The values are described as in the following.

- ❖ Only 1.56% of the participants secured zero marks out of five marks. The learners have the unfamiliar abilities in the item test.
- ❖ About 2.78% of the respondents scored one mark out of five marks. The learners have confirmed the feeble abilities in the test item.
- ❖ With 10.22% of the informants scored two marks out of five marks, and have proven the deprived abilities in the test item.
- ❖ Around 9.78% of the participants scored three marks out of five marks, and have shown the standard abilities in the overall test item.
- ❖ The participants awarded four marks out of five marks about 29.78% of the learners have confirmed the excellent abilities in the test item.
- ❖ In this regard, 45.9% of the students secured five marks out of five marks and have shown the outstanding abilities in the item.
- ❖ The investigator notices that the students have shown the excellent abilities in the overall test item.

Fig. 4.1.12: The Overall Samples of Frequency Percentage for Item 12: Tenses



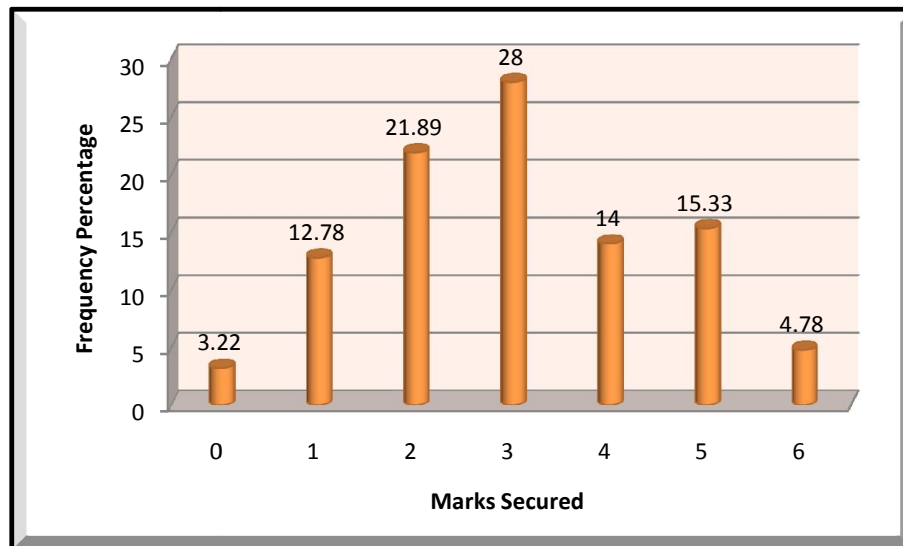
(Sources: The Field Study)

The above displays results of the learners for the item of “sentences write into the past simple tense.” It tested the vocabulary abilities of the learners. The graph values are analysed as below.

- ❖ About 24.11% of the learners secured zero marks out of five marks, and have shown the unfamiliar abilities in the test item.
- ❖ The maximum number of participants about 43% secured one mark out of five marks. The learners have confirmed the feeble abilities in the test item.
- ❖ About 22.22% of the participants secured two marks out of five marks. Therefore, the learners have shown the deprived abilities in the test.
- ❖ 8.11% of the students scored three marks out of five marks. The students have shown the standard abilities in the test item.
- ❖ About 1.8% of the students achieved four marks out of five marks, and has shown the excellent abilities in the test item.
- ❖ In this regard, 0.8% of classes 5th and 6th of the students secured five marks, out of five and have shown the outstanding abilities in the test item.
- ❖ The researcher observes that the learners have shown the performance in the test in a descending order of the frequency. In the overall learners performance is very poor.

Fig. 4.1.13: The Overall Samples of Frequency Percentage for Item 13:

Missing Letters



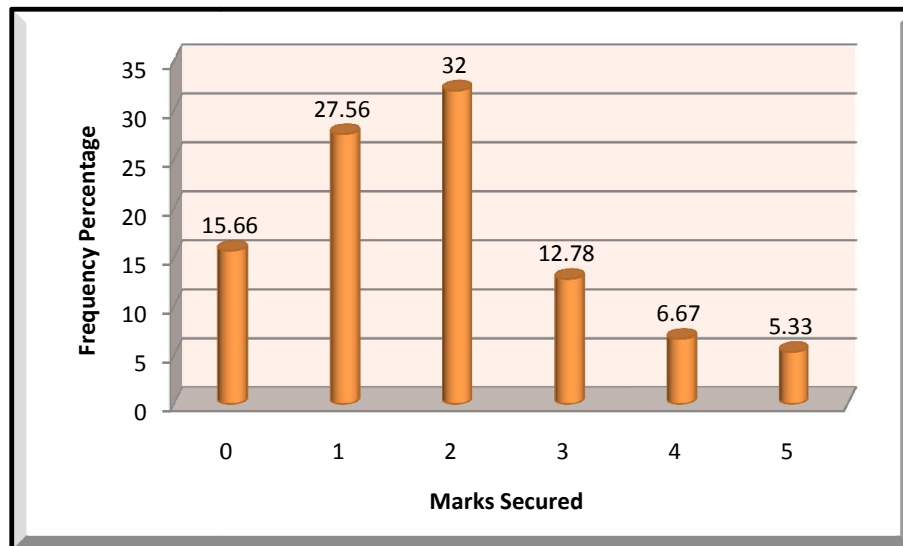
(Sources: The Field Study)

The above graph shows the results of the students for the “missing letters and complete the words” test. The item tested the writing abilities of the students. The data values are interpreted as below:

- ❖ The students, who secured six marks out of six marks, they have shown the wonderful abilities in the test item. About 4.78% of class 5th of the learners secured six marks out of six marks.
- ❖ About 15.33% of the students secured five marks out of six marks and have shown the abilities in the test item.
- ❖ 14% of the participants secured four marks out of six marks, and have shown the excellent abilities in the test item.
- ❖ About 28% of the students secured three marks out of six marks, and have shown the average abilities in the test item.
- ❖ 21.89% of the participants scored two marks out of six marks, and have confirmed the deprived abilities in the test item.
- ❖ About 12.78% of the students scored one mark out of six marks. The participants have proven the feeble abilities in the test item.
- ❖ Finally, 3.22%, of the participants scored zero mark out of six marks. Therefore, the learners have shown unknown knowledge in the test item.
- ❖ The investigator notices that the students have shown the standard abilities in the test item in the overall.

Fig. 4.1.14: The Overall Samples of Frequency Percentage for Item 14:

Jumbled Letters



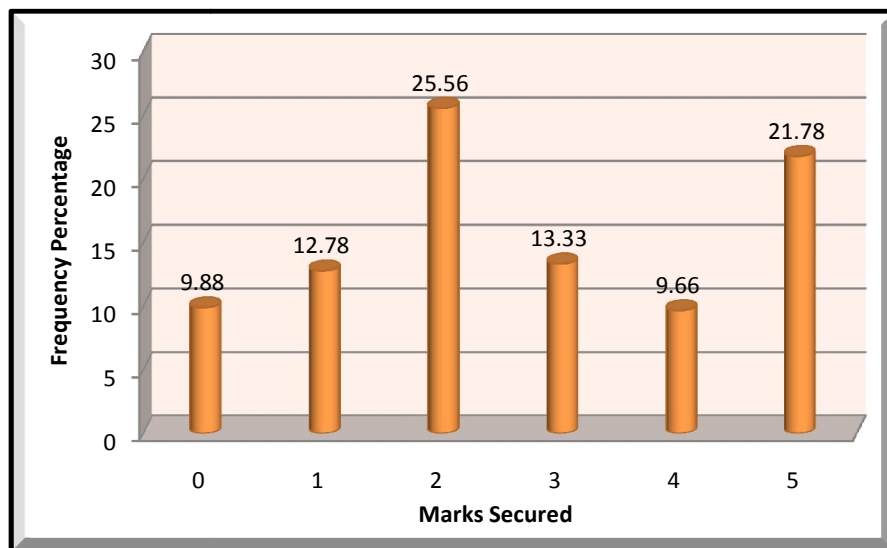
(Sources: The Field Study)

The above figure shows results of the students for “jumbled letters” test. The item tested the writing abilities of the learners. The graph values are discussed as in the following:

- ❖ About 15.67% of the participants secured zero marks out of five marks. The students have confirmed the unfamiliar abilities in the test item.
- ❖ The pupils about 27.56% gained one mark out of five marks. The students, who achieved one mark and have shown the feeble performance in the test item.
- ❖ The informants gained two marks out of five marks, about 32% of the learners have shown the deprived abilities in the test item. This ability has occupied the highest frequency in the item.
- ❖ About 12.78% of the students scored three marks out of five marks. The learners have confirmed the standard abilities in the test item.
- ❖ About 6.67% of students gained four marks out of five marks, and have shown the excellent abilities in the test item.
- ❖ In this regard 5.33% of the students scored five marks out of five marks, and have shown the outstanding in the test item.
- ❖ The examiner notices that the students have performed the average abilities in the test item as descending order.

Fig. 4.1.15: The Overall Samples of Frequency Percentage for Item 15:

Match the Opposite Words

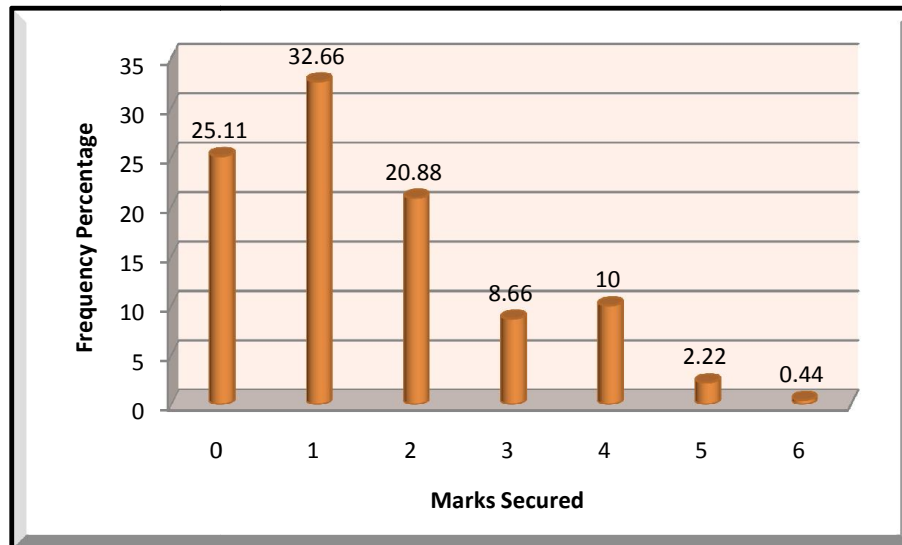


(Sources: The Field Study)

The above displays values of overall students of knowledge on the “the opposite words matching.” The item tested for vocabulary abilities of the learners. The results are analysed as below:

- ❖ About 3.11% of the students achieved six marks out of six marks, and have confirmed the wonderful abilities in the test item.
- ❖ The children about 27% of achieved five marks out of five marks and have shown the outstanding abilities in the test item.
- ❖ The overall 8.33% of students scored four marks out of five marks and have shown the excellent abilities in the test item.
- ❖ In relation to 13.33% of the participants achieved three marks out of five marks and have shown the average abilities in the test item.
- ❖ 25.56% of the participants achieved two marks out of five marks and have shown the poor abilities in the test item.
- ❖ About 12.78% of the students scored one mark out of five marks. The participants, who secured one mark and have shown very low abilities in the test item.
- ❖ The students about 9.89% of achieved zero mark out of five marks. The learners, who scored zero marks, have confirmed the unfamiliar abilities in the test item.
- ❖ The researcher observes that the learners of overall have shown the median abilities in the test item.

**Fig. 4.1.16: The Overall Samples of Frequency Percentage for Item 16:
Abbreviations**

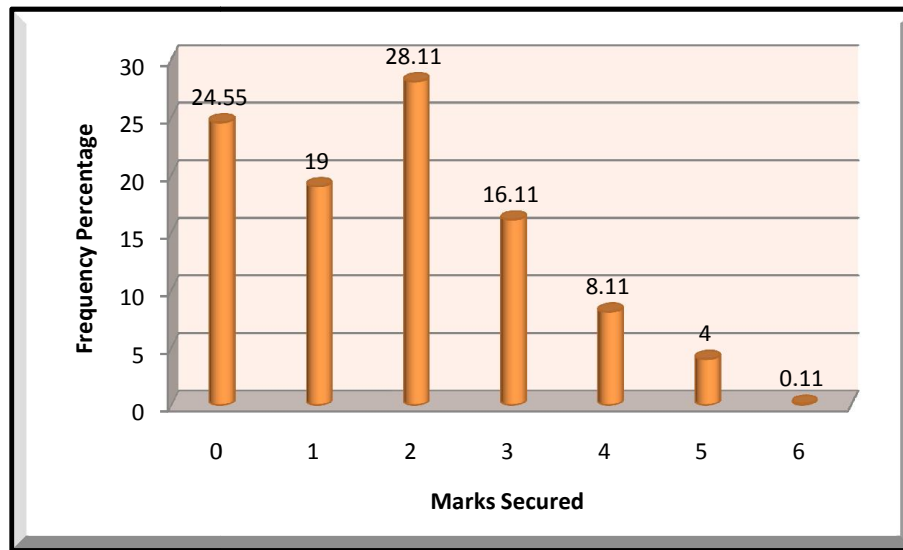


(Sources: The Field Study)

The diagram shows the results of overall samples for “the acronyms.” The item tested the writing skills. The graph results are elaborated as in the following:

- ❖ About 25.11% of the participants secured zero marks out of six marks. The students, who achieved zero mark, have the unknown abilities in the test item.
- ❖ The item highest scored about 32.67% of students scored one mark out of six marks. The item results determined that the learners, who gained one mark, have very low abilities in the test item.
- ❖ The pupils of the secured two marks out of six marks. The items scored about 20.89% of students have confirmed the poor abilities in the test item.
- ❖ In this regard 8.67% of the children gained three marks out of six marks and have confirmed the average abilities in the test item.
- ❖ 10% of the participants secured four marks out of six marks and have the excellent abilities in the test item.
- ❖ About 2.22% of the contributors achieved five marks out of six marks and have shown the outstanding abilities in the test item.
- ❖ 0.44% of classes 5th and 6th of the learners gained six marks out of six marks. Therefore, the learners have shown the wonderful abilities in the test item.
- ❖ The researcher notices that the students have shown the feeble abilities more students.

Fig. 4.1.17: The Overall Samples of Frequency Percentage for Item 17: Cloze Test

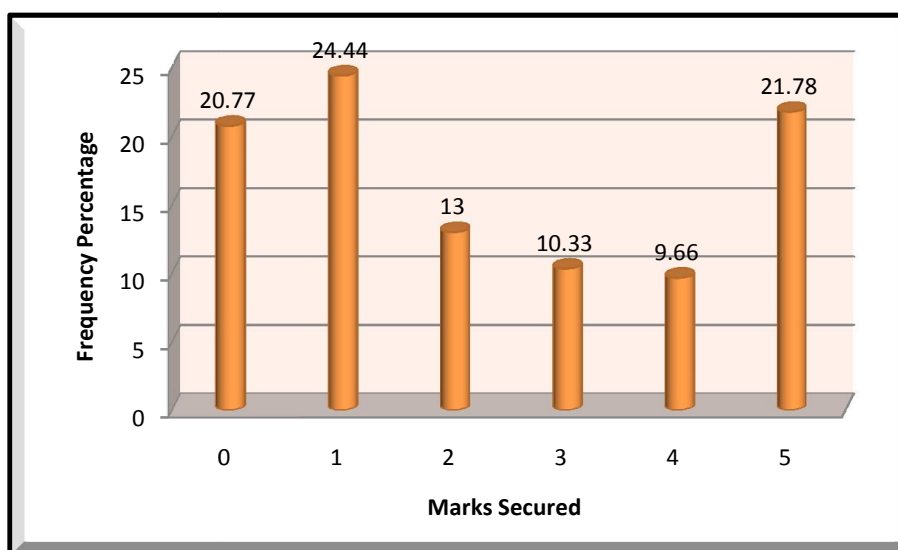


(Sources: The Field Study)

The above diagram shows the values of overall students for “cloze test.” The item tested the grammar abilities of the learners. The graph results are discussed as below:

- ❖ About 24.56% of the contributors have the unknown in the test item. As per the graph source, the students achieved zero mark out of six marks and have the unfamiliar skills in the test.
- ❖ The students gained one mark out of six marks. The learners, who achieved one mark has the feeble abilities in the item test. The item about 19% of the frequency.
- ❖ 28.11% of the participants secured two marks out of six marks. The learners have shown the deprived abilities in the test item.
- ❖ 16.11% of the learners achieved three marks out of six marks. The learners have the standard abilities in the test item of cloze test.
- ❖ The contributors of scored four marks out of six marks. About 8.11% of the learners have good abilities to complete the cloze test in the test item.
- ❖ 4% of the children achieved five marks out of six marks. The learners have shown the excellent abilities of cloze test item.
- ❖ About 0.11% of the class 5th students gained six marks out of six marks. The learners have shown outstanding abilities in the cloze test of the test item.
- ❖ The investigator notices that the students have shown the deprived to outstanding abilities in the test, overall as descending order of the test item.

Fig. 4.1.18: The Overall Samples of Frequency Percentage for Item 18: Word Chain



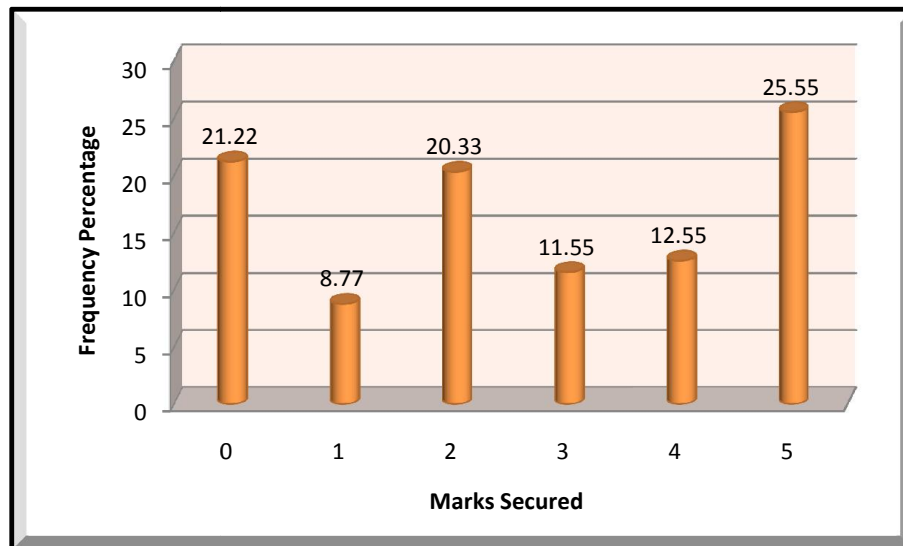
(Sources: The Field Study)

The above figure shows the results of overall samples for “word chains” test. The item tested the writing skills of language learners. The displayed values are explained as in the following:

- ❖ About 20.78% of the learners have unfamiliar in writing the test. The participants have confirmed the unfamiliar in the test item.
- ❖ 24.44% of the participants scored one mark out of five marks. Therefore, the learners have shown the deprived abilities in the test item.
- ❖ 13% of the learners scored two marks out of five marks. The learners have shown the poor abilities in the writing test of the item.
- ❖ Concerning 10.33% of the learners have the standard abilities in the writing test and have scored three marks out of five marks in the test item.
- ❖ About 9.67% of the learners scored four marks out of five marks. As per the data analysis the students, who gained four marks have shown the excellent abilities in the test item.
- ❖ About 21.78% of the learners, who obtained five marks out of five marks and have confirmed the excellent abilities in the test item.
- ❖ The researcher finds that the majority of the learners have shown the poor abilities in the writing test item.

Fig. 4.1.19: The Overall Samples of Frequency Percentage for Item 19:

Alphabetical Order



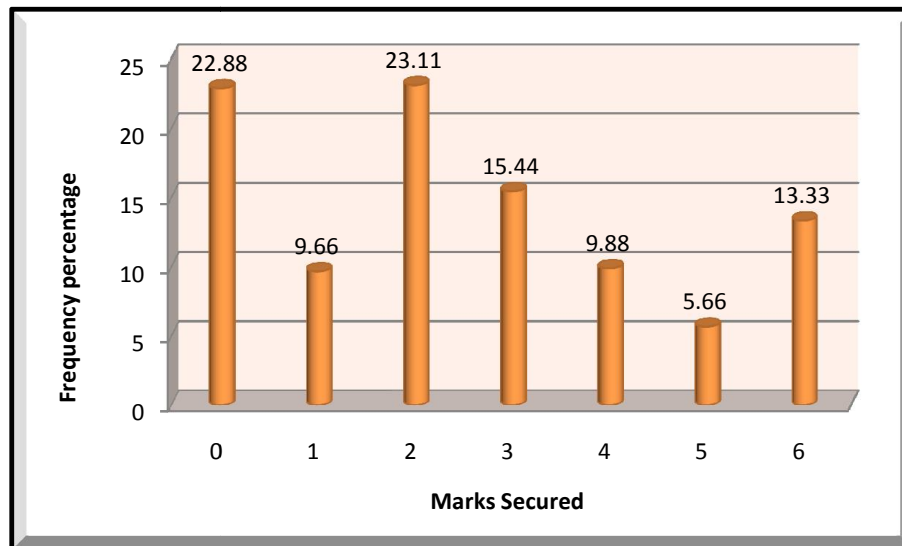
(Sources: The Field Study)

The above graph displays the values of overall samples for “arranging in alphabetical order” test. The item tested the vocabulary abilities of the students. The results of the alphabetical order are described as below.

- ❖ In the item, the language learners achieved the highest five marks out of five marks. The item results revealed that the learners have shown the outstanding abilities in the test item about 25.56%.
- ❖ About 12.56% of the students scored four marks out of five marks. The item results indicated that the learners have the excellent abilities in the test item.
- ❖ 11.56%.of the student in overall three marks out of five marks. The results illustrate that the language learners have shown the standard abilities in the test.
- ❖ 20.33% of the learners secured two marks out of five marks. The learners have shown the poor abilities in the test item.
- ❖ About 8.78% of the students scored one mark out of five marks. The learners have shown the very poor abilities in the test item.
- ❖ About 21.22% of the learner secured one mark out of five marks. Thus, the learners, who gained one mark and have confirmed the unfamiliar abilities in the test item.
- ❖ The examiner notices that the learners have shown the average abilities in the test item in overall rather than any other.

Fig. 4.1.20: The Overall Samples of Frequency Percentage for Item 20:

Semantic Mapping



(Sources: The Field Study)

The above figure shows the results of overall samples for “semantic mapping” test. It tested the writing skills of the learners. The above displays values are described as in the following:

- ❖ 13.33% of the learners of classes 6th and 7th scored six marks out of six marks. The learners have shown the wonderful abilities in the test item.
- ❖ In this regard 5.67% of classes 6th and 7th the learners scored five marks out of six marks. The results concluded that the abilities of learners have shown the outstanding in the semantic mapping of the test item.
- ❖ About 9.88% of classes 6th and 7th the students scored four marks out of six marks. The learners, who secured three marks, have shown the standard abilities in the semantic map in the test item.
- ❖ With 15.44% of the learners secured three marks out of six marks. As per the results, the item illustrated that the learners have confirmed the deprived abilities in the semantic map in the test item.
- ❖ About 23.11% of the participants scored two marks out of six marks. The learners have shown deprived abilities in the test item.
- ❖ 9.66% of the learners secured one mark out of seven marks and have shown the feeble abilities in the test item.
- ❖ Class 7th has seven marks item but no one secured out of seven marks seven.

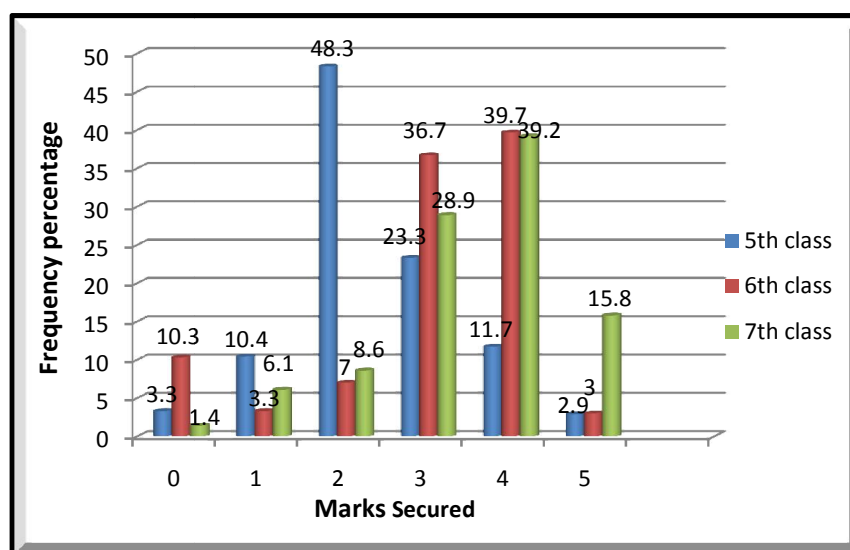
- ❖ About 22.88% of the learners scored zero mark out of six marks. As per the data results, the learners have shown the unfamiliar abilities in the test item.
- ❖ The researcher describes that the learners have shown median abilities in the test.

4.2 Class Wise: Data Analysis and Results

The study of the objective data was analysed class wise. The results of each class represented different colours in the bar charts. The chart is adopted Y axis frequency as of the class and X axis as secured marks of the class. The bar chart shows the results in subsets of the item in particular colours (blue for 5th, pink for 6th and green for 7th classes). These colours give detailed comparative subsets of the item scored. The collected samples were from class 5th 240 (26.67%), class 6th 300 (33.33%), and 7th class 360 (40%). The graphs show each subset results of the three classes at the same time. On top of the bars are numeric values that represent the respective subset frequency percentages of secured marks. The following data were analyzed in group wise with an item on the same charts.

Fig. 4.2.1: The Three Classes of Frequency Percentage for Item 01:

Rhyme Identification



(Sources: The Field Study)

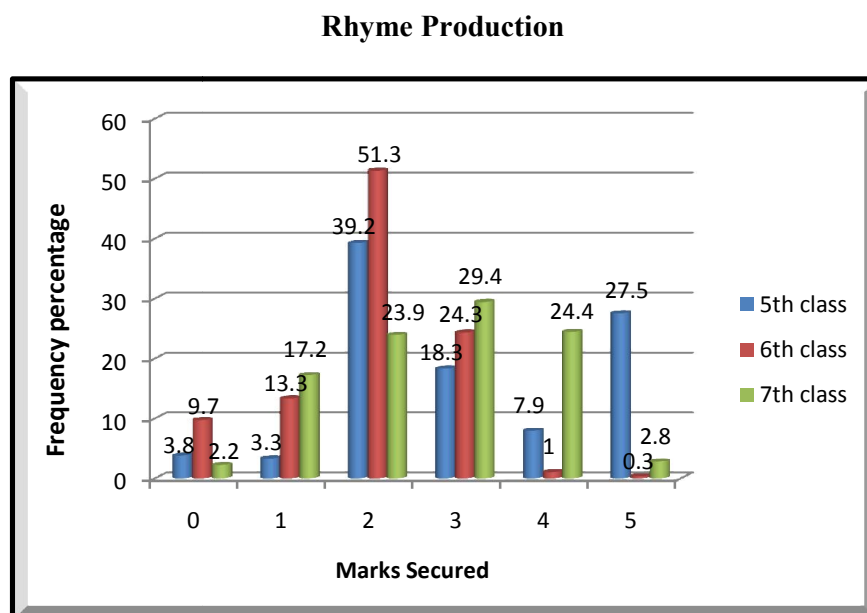
The represents values for “the identification of similar rhyming words” of three classes. The item tested the reading skills of the learners. The chart results are elaborated as below:

- The classes of 7th 15.8%, 6th 3% and 5th 2.9% of the learners achieved five marks out of five marks. As per the data source, those who secured five marks and they

have shown the outstanding abilities in the test item. The class 7th has shown the best performance.

- The three classes 5th 11.7%, 6th 39.7% and 7th 39.2% of the learners secured four marks out of five marks. As per the data, the learners have shown excellent abilities in the test item. In the item, both classes of 6th and 7th have shown the best performance in the test.
- Three groups of students secured three marks out of five marks. As per the chart source of learners from class 5th 23.3%, 6th 36.7% and 7th 28.9% have shown the standard abilities in the test item. In the item class 6th has shown the best.
- The classes of students 5th 48.3%, 6th 8.6% and 7th 8.6% secured two marks out of five marks. Those learners, who gained two marks the students, have confirmed the deprived abilities in the test item. The class 5th learners have participated huge in number in the deprived skill, ability rather than the others.
- The participants secured one mark out of five marks. As per the graph source, classes 5th 10.4%, 6th 6.1% and 7th 3.3% of the students have the feeble abilities in the test item. In the item, the class 7th of learners have shown best abilities.
- Three classes of 6th 10.3%, 5th 3.3% and 7th 1.4% of the learners have gained zero mark out of five marks. The learners have shown unfamiliar in the test item.
- The researcher notices that the class 7th of learners have shown best performance in the test item rather than other classes.

Fig. 4.2.2: The Three Classes of Frequency Percentage for Item 02:



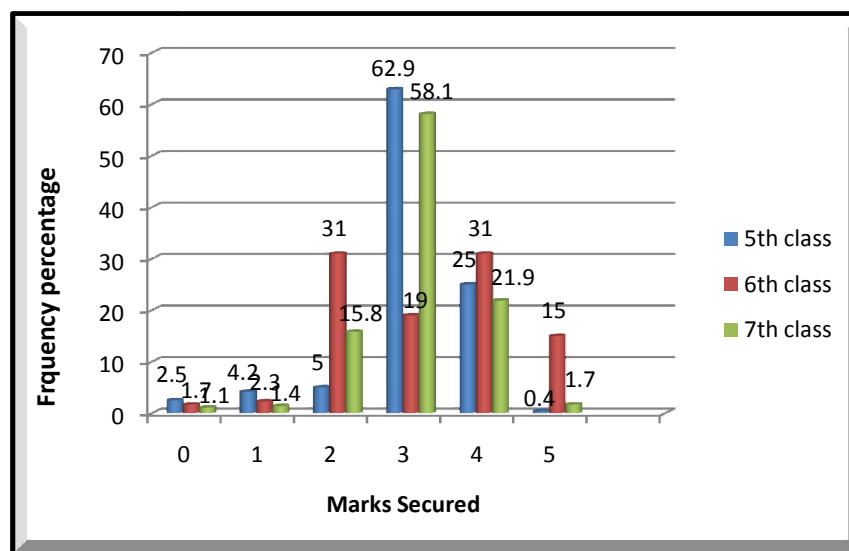
(Sources: The Field Study)

The graph shows the results for the test “identify the rhyming words” of three groups. The item tested the writing skills of the learners. The graph numeric values are explained as below:

- The first set of data shows learners obtained five marks out of five marks. The classes of 5th 27.5%, 6th 2.8% and 7th 0.3%. of learners have shown the outstanding abilities in the test item. In the item, class 5th has shown the best performance greater than other groups.
- The classes 7th 24.4%, 5th 7.9% and 6th 1% of learners scored four marks out of five marks. The learners have shown the excellent abilities in the test item. The class 7th has shown the best abilities.
- As per data the results, shows that 29.4% of class 7th, 24.3% of class 6th and 18.3% of class 5th of the students secured three marks out of five marks, and have the standard abilities in the test. The overall class 7th has shown the best performance.
- As per data, classes 5th 39.2%, 6th 51.3% and 7th 23.9% of the learners secured two marks out of five marks. So, the learners have shown the deprived abilities in the test item. In the test, class 7th has shown better performance than other classes.
- The item results disclosed that 17.2% of class 7th, 13.3% of class 6th and 3.3% class 5th learners have shown very poor skills in the test. The most of the class 6th has performed well.
- 9.7% of 6th class, 2.2% of 7th class, and 3.8% of 5th class students obtained zero marks out of five marks, and have shown poor performance in the test. Thus, class 6th has shown the better than remain classes.
- The investigator observes that the 5th class of learners has shown the best abilities in writing, than the other classes in the test item.

Fig. 4.2.3: The Three classes of Frequency Percentage for Item 03:

Letter Pronunciation



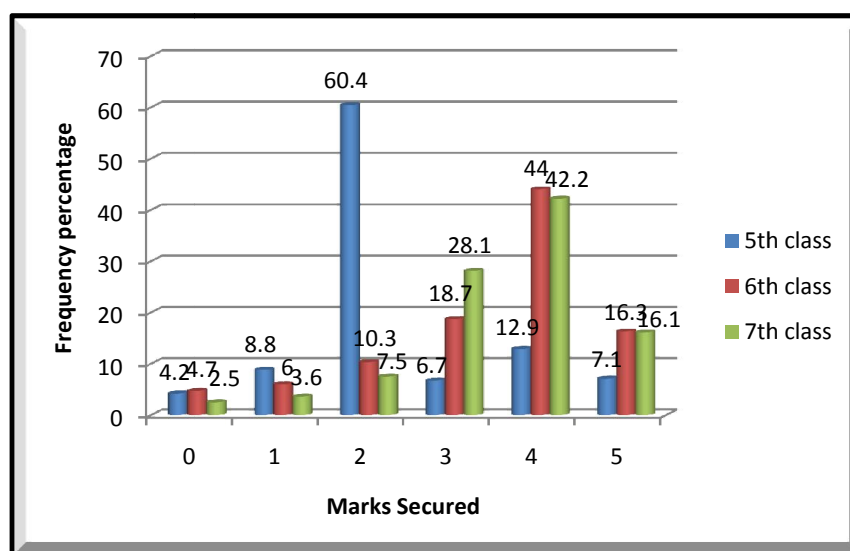
(Sources: The Field Study)

The graph shows the results for the item of three classes for “find out the pronunciation of the underlined letter in the word.” The item tested the listening skills of the learners. The item results are analyzed as below:

- The classes of 5th 2.5%, 6th 1.7% and 7th 1.1% learners have secured zero mark out of five marks, and have shown the unfamiliar in the test item. Thus, the class 7th has shown the best performance, greater than others.
- As per the chart, the learners of 4.2% of 5th class, 2.3% of 6th class and 1.4% of 7th class gained one mark out of five marks, and have shown very poor abilities in the test. The test class 7th has the best performed.
- 31% of class 6th, 15.8% of class 7th and 5% of class 5th awarded two marks out of five marks, and have shown the deprived abilities in the test item. The item class 6th has shown well in the test
- The three classes of the learners secured three marks out of five marks. The classes of 5th 62.9%, 6th 19% and 7th 58.1%.of the learners have shown the standard abilities in the test item. The class 5th has performed well in the test item.
- The participants of class 7th 21.9%, class 6th 31% and class 5th 25% scored four marks out of five marks, and have shown the excellent abilities in the test. The class 6th has shown better performance in the test.

- As per the data analysis, the classes 5th 4%, 6th 15% and 7th 1.7% of learners secured five marks out of five marks, and have shown the outstanding abilities in the test. In the test, class 6th has performed well greater than others.
- The researcher notices that in overall item performances of the three classes, class 6th has shown the best ability among the groups.

Fig. 4.2.4: The Three Classes of Frequency Percentage for Item 04: Silent Letters



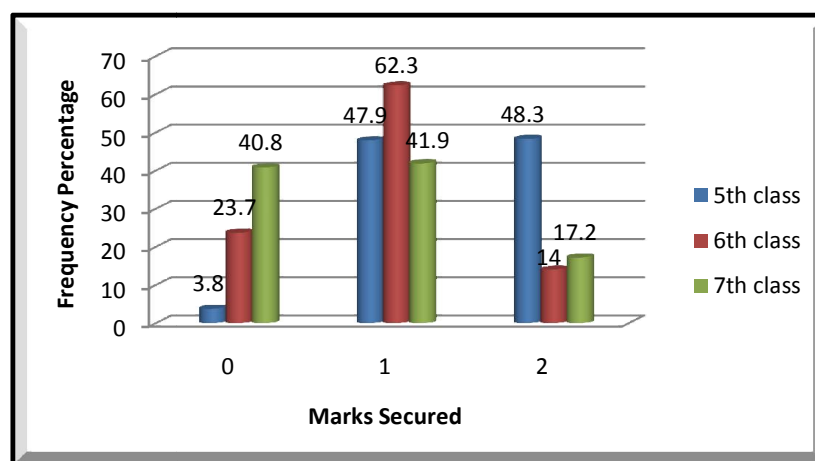
(Sources: The Field Study)

The above figure shows the results for the “find out the silent letter in giving words” of three classes. The item tested speaking skills of the learners. The three classes and their results are analysed as below:

- As per the data source, class 6th 16.3%, class 7th 16.1% and class 5th 7.1% of students have gained five marks out of five marks, and have shown the outstanding abilities in the test. In the test, classes of 6th and 7th have shown the best performance.
- As per the data source, classes of 5th 12.9%, 6th 44% and 7th 42.2% of learners have gained four marks out of five marks, and have shown the excellent abilities in the test. In the item, class 6th has shown the best performance compared to others.
- The three groups of students gained three marks out of five marks. The results, shows that the classes of 5th 6.7%, 6th 18.7% and 7th 28.1% of the learners have shown the standard abilities in the test item. The class 7th has performed well compared to other.

- As per the data results, classes 5th 60.4%, 6th 10.3%, and 7th 7.5% of the learners scored two marks out of five marks. The learners have shown the poor abilities in the test item. As well as, class 7th has done a good performance in the test item.
- As per chart results, class 5th 8.8%, class 6th 6% and class 7th 3.6% of the learners have secured one mark out of five marks, and have shown the feeble abilities in the test. Hence, class 7th has performed well greater than others in the test item.
- Three classes of 5th 4.2%, 6th 4.7% and 7th 2.5% of learners gained zero mark out of five marks, and have shown the unfamiliar in the test.
- The researcher observes that the learners of classes 6th and 7th have shown the best performance in the test item rather than the class 5th.

Fig. 4.2.5: The Three Classes of Frequency Percentage for Item 05: Multiple Choices



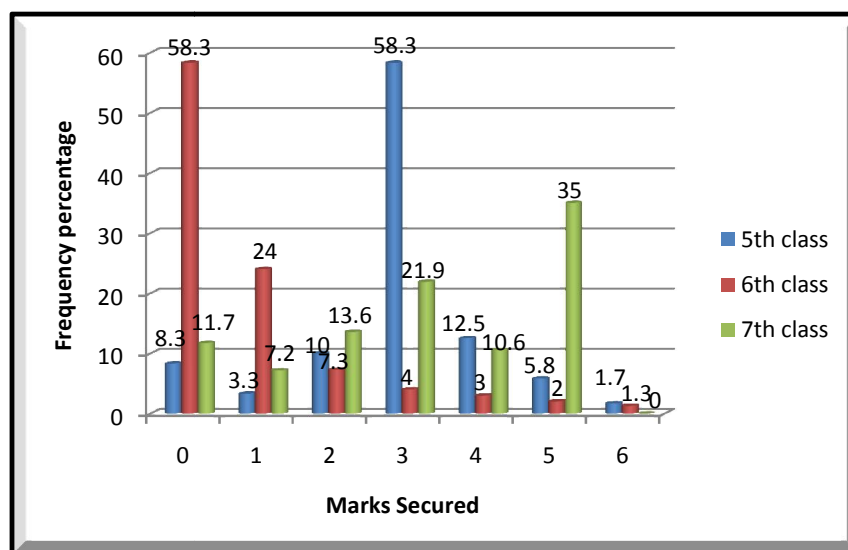
(Sources: The Field Study)

The graph displays the numeric values for the test “multiple choices” of three classes. The item tested the content vocabulary abilities. The chart values are discussed as below:

- The three classes of the learners secured zero mark out of two marks. As per data source, class 7th 40.8%, class 6th 23.7% and class 5th 3.8% of the participants have shown the unfamiliar in test item. Hence, class 5th has shown the best performance in the item.
- About 47.9% of class 5th, 62.3% of class 6th and 41.9% of class 7th of students gained one mark out of two marks, and have shown good abilities in the test of vocabulary. Thus, class 6th has performed well in the test.
- The learners secured two marks out of two marks. As per graph results, class 5th 48.3%, class 6th 14% and 7th 17.2% of the students have shown the excellent abilities in the test item. Therefore, class 5th has shown the best performance in the test item.

- The researcher taken as a whole occurrence of the item class 5th students has shown the outstanding abilities in the test item of vocabulary.

Fig. 4.2.6: The Three Classes of Frequency Percentage for Item 06: Gap Filling



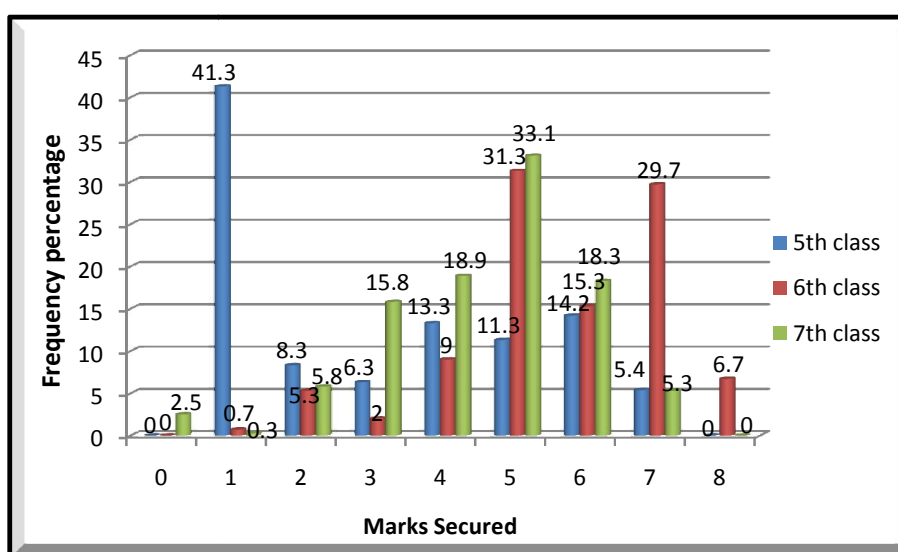
(Sources: The Field Study)

The graph represents the values for the gap filling through “the form of verbs” of three classes. The item tested the vocabulary skills. The graph values are described as below:

- About 1.7% of class 5th, 1.3% of class 6th students obtained six marks out of six marks. As per the graph source, the learners have shown the wonderful abilities in the test item. Thus, both the class of learners has shown the best performance.
- The students gained five marks out of six marks. The item representation values are described that the class of 7th 35%, class 6th 2% and class 5th 5.8% of the learners have shown the outstanding abilities in the test. As a result, class 7th has performed greater than the others in the test item.
- The learners obtained four marks out of six marks. As per the item values, class 7th 10.6%, 6th 3% and 5th 12.5% of the learners have shown the excellent abilities in the test. The graph results the class 5th has shown best in test.
- Class 6th 4%, class 7th 21.9% and class 5th 58.3% of the learners earned three marks out of six marks, and they have shown the standard abilities in the test. Thus, class 5th has shown the best skills in the test rather than class 6th and 7th.
- The respondents of three classes secured two marks out of six marks. As per the graph values for class 5th 3.3%, 6th 24% and 7th 7.2% of the students have shown the deprived abilities, as well class 5th has shown the best in test item.

- The learners of three classes secured one mark out of six marks. As per the graph values, classes 7th 7.2%, 6th 24% and 5th 3.3% of the participants have the feeble abilities in the test as well as class 5th has performed best in the test other than classes.
- In this regard 58.3% of 6th class, 11.7% of 7th class and 8.3% of 5th class of the learners obtained zero marks out of six marks, and have shown unfamiliar knowledge in the test item. Large numbers of learners of class 6th have the unknown to the test.
- The investigator observes that in the overall performance of class 7th has the best abilities in the test item of vocabulary.

Fig. 4.2.7: The Three Classes of Frequency Percentage for Item 07: Parts of Speech



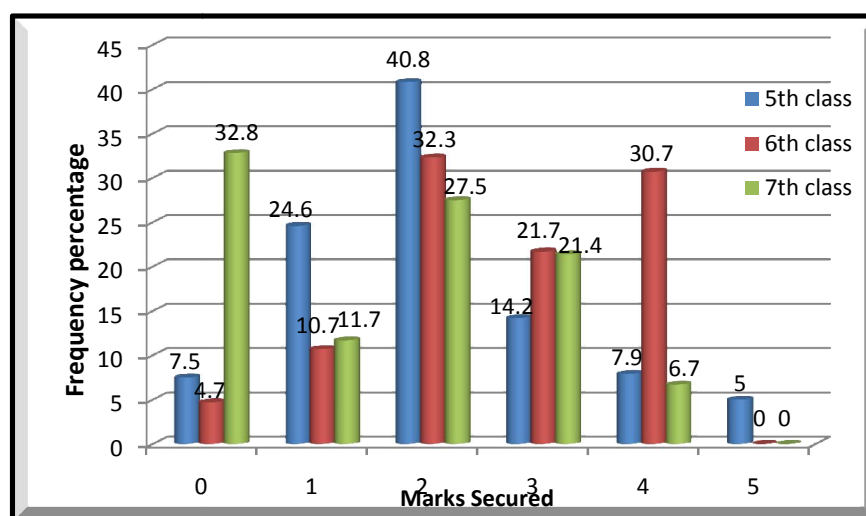
(Sources: The Field Study)

The above diagram displays the values for the test of “quantitative vocabulary (an articles, adverb, adjective, verb, pronoun, conjunction, and noun)” skills of the learners. The item tested the grammar of the learners. The above values are illustrated as in the following:

- About 2.5% of class 7th learners obtained zero marks out of eight marks. The learners have shown the unknown in the test item.
- As per data source, the numeric values of classes 7th 0.3%, 6th 0.7% and 5th 41.3% of learners obtained one marks out of eight marks, and have shown feeble abilities in the test item. Thus, class 7th has performed best in the test.

- The students gained two marks out of eight marks. As per graph source, 8.3% of class 5th, 5.3% of class 6th and 5.8% of class 5th of the learners have shown very poor abilities in the test item.
- The respondents achieved three marks out of eight marks. The item values, classes 7th 15.8%, 6th 2% and 5th 6.3% of the learners have shown standard abilities in the test item. Thus, class 7th has shown the best abilities in the test.
- In regards 13.3% of class 5th, 9% of class 6th and 18.9% of class 7th learners secured four marks out of eight marks, and have shown excellent ability in the item test.
- The classes of 7th 33.1%, 6th 31.3% and 5th 11.3% of the learners obtained five marks out of eight marks, and have shown outstanding abilities in the item. The class 7th has shown good performance.
- The students scored six marks out of eight marks. As per the data results, the classes of 7th 18.3%, 6th 15.3% and 5th 14.2% of learners have shown wonderful abilities in the test item. As well as, class 7th has shown better performance.
- The three classes of the learners secured seven marks out of eight marks. The classes of 7th 5.4%, 6th 29.7% and 5th 5.3% of the learners have shown outstanding abilities in the test item. Thus, class 6th has shown well performance.
- The learners achieved eight marks out of eight marks. The learners of class 6th 6.7% have shown fantastic abilities in the test.
- The researcher notices that in overall class 6th has shown best abilities in the test.

Fig. 4.2.8: The Three Classes of Frequency Percentage for Item 08: Translation



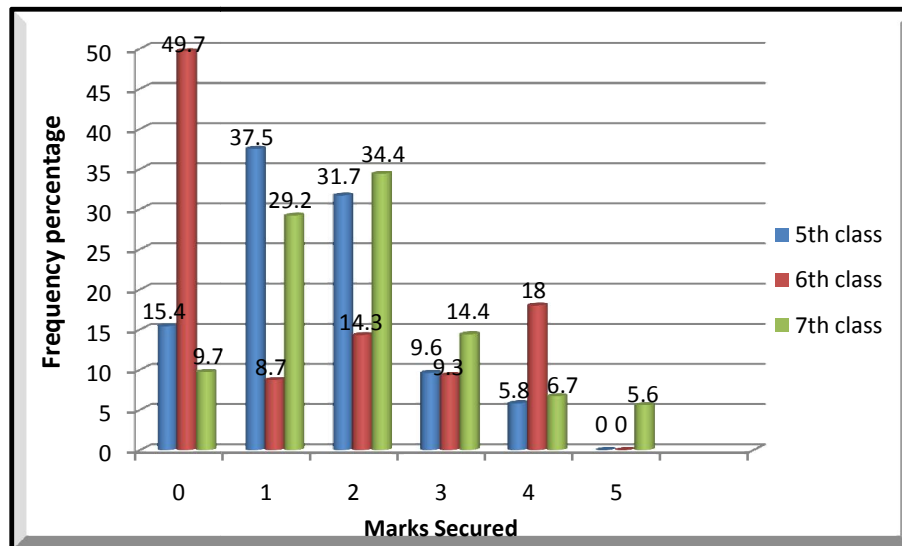
(Sources: The Field Study)

The graph shows the results revealed by the learners of three classes for “Translation test.” The item tested the vocabulary and comprehension abilities in the mother language. The data in terms of the statistical values are described as below:

- The three classes of the learners achieved zero mark out of five marks. As per the data source, classes 7th 32.8%, 6th 4.7% and 5th 7.5% of the learners have shown unfamiliar in the test item. Thus, class 6th has shown the best performance in the translation.
- The learners secured one mark out of five marks. The data results, classes 7th 11.7%, 6th 10.7% and 5th 24.6% of the learners have shown feeble abilities in the test item. Class 6th has shown the best abilities in the test.
- The students scored two marks out of five marks. As per the item values, classes 5th 40.8%, 6th 32.3% and 7th 27.5% of the learners have shown deprived abilities in the test. Thus, class 7th has performed well in the test item.
- Three classes scored three marks out of five marks. The classes of 7th 21.4%, 6th 21.7% and 5th 14.2% of the learners have shown the standard abilities in the test. The classes 6th and 7th of students have involved more numbers in the test item.
- The data values of classes 7th 6.7%, 6th 30.7% and 5th 7.9% of learners have secured four marks out of five marks. So, the learners have shown excellent abilities in the item. Thus, class 6th has performed well in the test item.
- The learners of three classes scored five marks out of five marks. As per source, class 5th 5% of learners has shown the outstanding abilities in the test item. As well as the class 5th has shown the best performance in the test.
- The researcher observes that class 6th has shown the best abilities in the item, and low abilities shown by class 5th.

Fig. 4.2.9: The Three Classes of Frequency Percentage for Item 09:

Rearrange the Words in Sentences



(Sources: The Field Study)

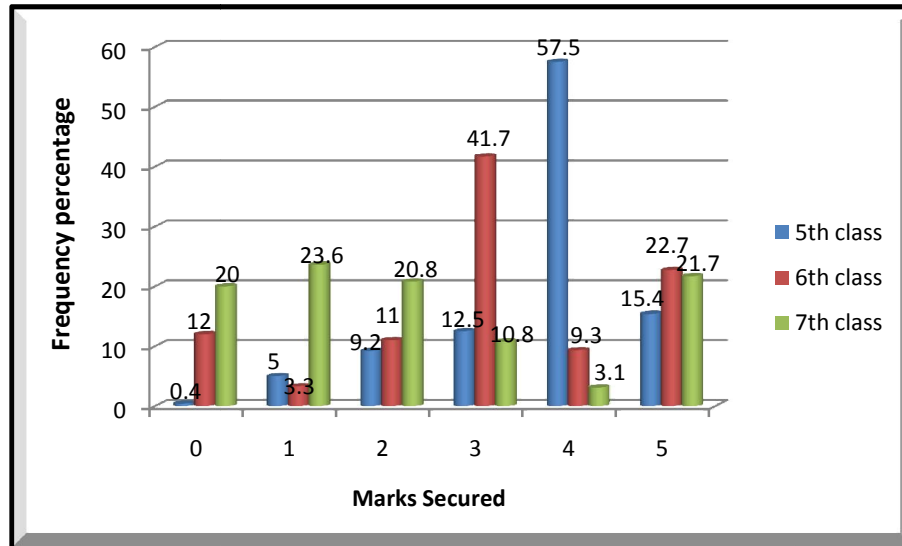
The graph reveals the values for “the rearrange the words into meaningful sentences” of three classes. The item was tested for grammar and vocabulary of learners. The chart values are explained as in the following:

- The three classes of the learners scored zero marks out of five marks. The data values for classes of 7th 15.4%, 6th 49.7% and 5th 9.7% of the learners have shown the unfamiliar in the test item. As well as, class 5th has shown good performance in the test.
- The learners obtained one mark out of five marks. The learners 37.5% of class 5th, 8.7% of class 6th and 29.2% of class 7th have shown the feeble abilities in the item. Thus, class 5th has performed well in the test item greater than the remains grades.
- About 31.7% of class 5th, 14.3% of class 6th and 34.4% of class 7th of the learners scored two marks out of five marks. The learners, who scored two marks, have shown the deprived abilities in the test item, comparatively class 5th has performed well the remains classes.
- The students obtained three marks out of five marks. Classes 5th 31.7%, 6th 14.3% and 7th 34.4% of the learners have shown the average abilities in the test item. Thus, class 7th has shown the best abilities in the test item.
- The learners gained four marks out of five marks. The classes of 7th 6.7%, 6th 18% and 5th 5.8% of the learners have shown excellent abilities in the test item. But, class 6th has shown good performance.

- About 5.6% of class 5th students scored five marks out of five marks and have shown the outstanding abilities in the item.
- The researcher claims that the whole of item performance is class 6th shown the best in the test item.

Fig. 4.2.10: The Three Classes of Frequency Percentage for Item 10:

Match the Words with Meaningful



(Sources: The Field Study)

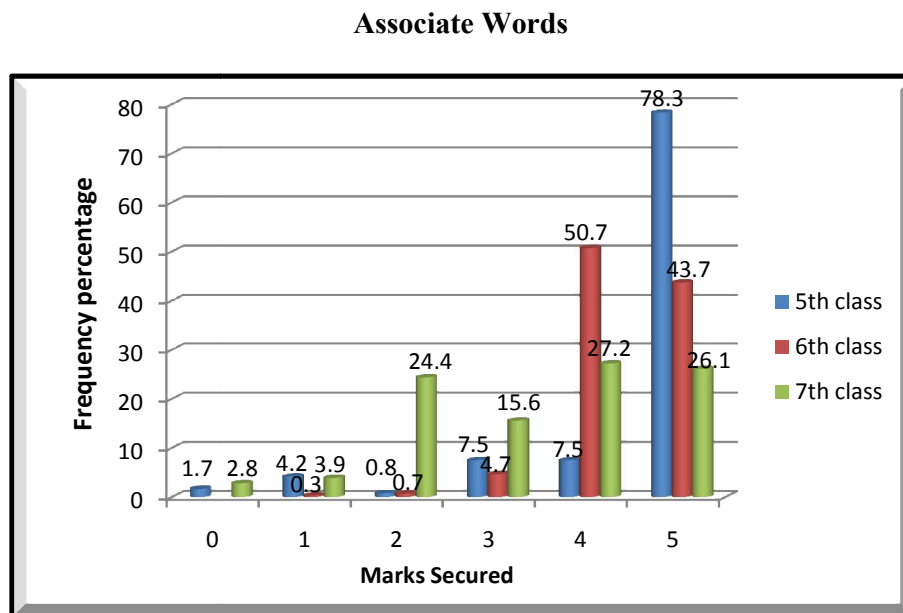
The above figure displays the statistic values for “matching words with meaningful” of three classes. The item tested the vocabulary of the learners. The disclosed statistical values are discussed as below:

- The learners of three classes scored five marks out of five marks. The graph values for the classes of 7th 15.4%, 6th 22.7% and 5th 15.4% of the learners have shown the outstanding abilities in the test. Thus, class of 6th has shown good performance in the test.
- The learners achieved four marks out of five marks. The data results for the classes of 6th 9.3%, 7th 3.1% and 5th 57.5% of the learners have shown excellent abilities in the item. Thus, class 5th has performed well in the item test greater than other classes.
- The participants scored three marks out of five marks. The learners of classes 5th 12.5%, 6th 41.7% and 7th 10.8% have shown average abilities in the test item.
- The learners of three classes achieved two marks out of five marks. The diagram values for the classes 5th 9.2%, 6th 11% and 7th 20.8% of the students have shown

deprived abilities in the test. Therefore, class 7th has shown well performance in the test item.

- The classes of 7th 23.6%, 6th 3.3% and 5th 5% of the learners secured one mark out of five marks, and have shown very poor abilities in the test item. The class 6th has shown greater performance than the other classes.
- The item obtained zero marks out of five marks. Classes 7th 20%, 6th 12% and 5th 0.4% of learners have shown unfamiliar in the item. The class 5th has shown the better skill.
- The researcher concludes that in overall abilities among three classes, class 5th is the best.

Fig. 4.2.11: The Three Classes of Frequency Percentage for Item 11:



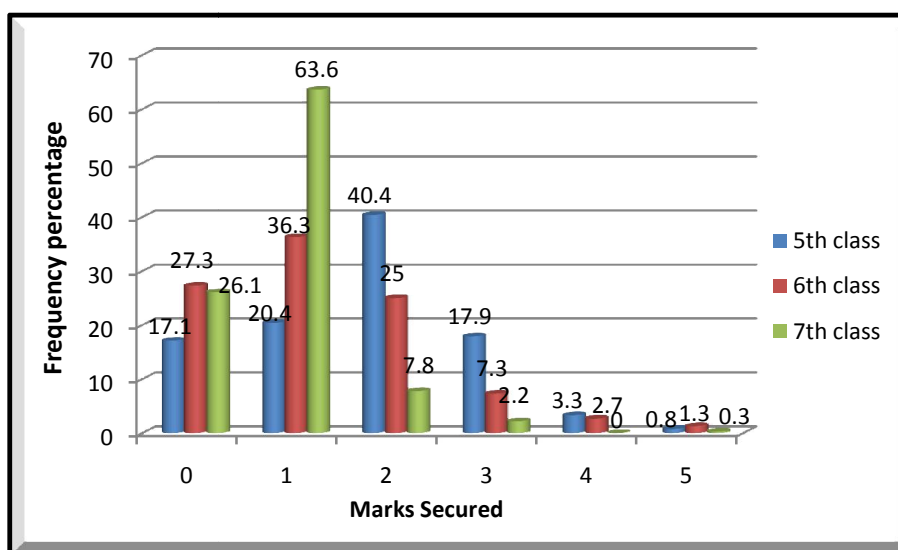
(Sources: The Field Study)

The graph shows the results for “the word associate” of the three classes. The item tested the vocabulary abilities of the learners. The chart values are discussed as below.

- The three classes of learners gained five marks out of five marks. The classes of 5th 78.3%, 6th 43.7% and 7th 26.1% of learners have shown outstanding abilities in the test, and the class 5th has shown well performance in the test item.
- The learners achieved four marks out of five marks. The data values, three classes of 5th 7.5%, 6th 50.7% and 7th 27.2% of the learner have shown excellent abilities in the test. Thus, class 6th has performed well in the test item.
- Three classes of 7th 15.6%, 6th 4.7% and 5th 7.5% of the students have shown standard abilities in the test. In the test, class 7th has contributed well in the item.

- About 24.5% of class 7th, 0.7% of class 6th and 0.8% of class 5th of the learners scored two marks out of five marks, and have shown deprived abilities in the test item. The class 7th has shown greater than the other classes in the item.
- As per the graph values, classes of 7th 3.9%, 6th 0.3% and 5th 4.2% of the learners secured one mark out of five marks, and have shown feeble abilities in the test item.
- The contributors achieved zero marks out of five. As per the chart, classes 5th 1.7% and 7th 2.8% of the learners have shown unfamiliar in the test item.
- The researcher concludes that the in overall of the item has shown among the three classes is the best contribution class 5th, in the word associate.

Fig. 4.2.12: The Three Classes of Frequency Percentage for Item 12: Tenses



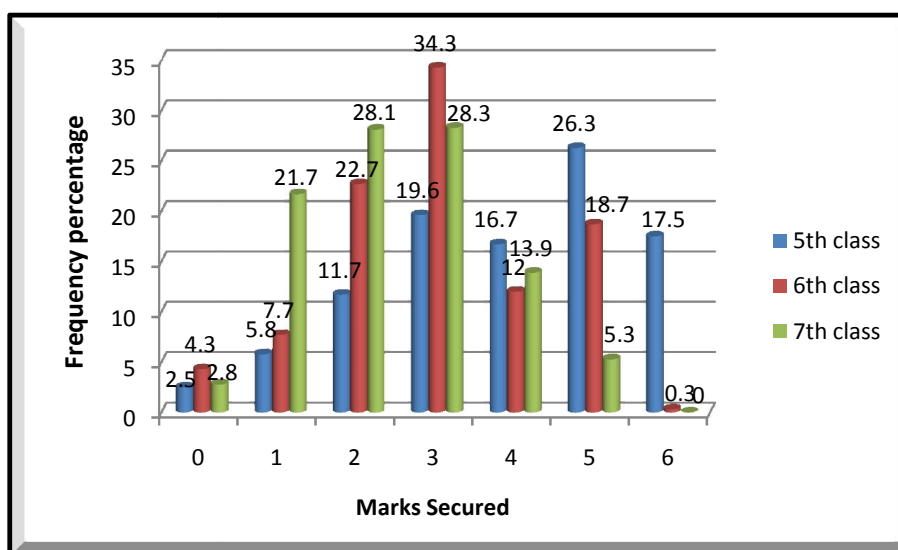
(Sources: The Field Study)

The graph displays the values scored for “write sentences into past simple tenses” of three classes. The item tested the grammar abilities of the students. The chart values are analyses as in the following:

- As per the data results, classes of 5th 17.1%, 6th 27.3% and 7th 26.1% of learners secured zero mark out of five marks, and have shown unfamiliar in the test item.
- The learners gained one mark out of five marks. As per data values, classes of 7th 63.3%, 6th 36.3% and 5th 20.4% of the learner secured one mark, and have shown feeble abilities in the test. The class of 5th has shown the best in the test.
- As per the data source, classes of 5th 40.4%, 6th 25% and 7th 7.8% of the learners secured two marks out of five marks, and have shown deprived abilities in the test item. Thus, the class 7th has shown the best performance in the test item.

- The students scored three marks out of five marks. Three classes 7th 2.2%, 6th 7.3% and 5th 17.9% of learners have shown standard abilities in the test item. So, the class 5th has shown the best abilities to the item.
- As per the statistical values, classes of 5th 3.3%, 6th 2.7% and 7th nil secured four marks out of five marks, and have shown excellent abilities of the item.
- The chart results, classes 5th 0.8%, 6th 1.3% and 7th 0.3% of the learners' secured five marks out of five marks, and have shown outstanding abilities in the item. Thus, class 6th has shown good abilities in the test item.
- Finally, the researcher contributes that the three classes have shown poor abilities in the test item.

Fig. 4.2.13: The Three Classes of Frequency Percentage for Item 13: Missing Letters



(Sources: The Field Study)

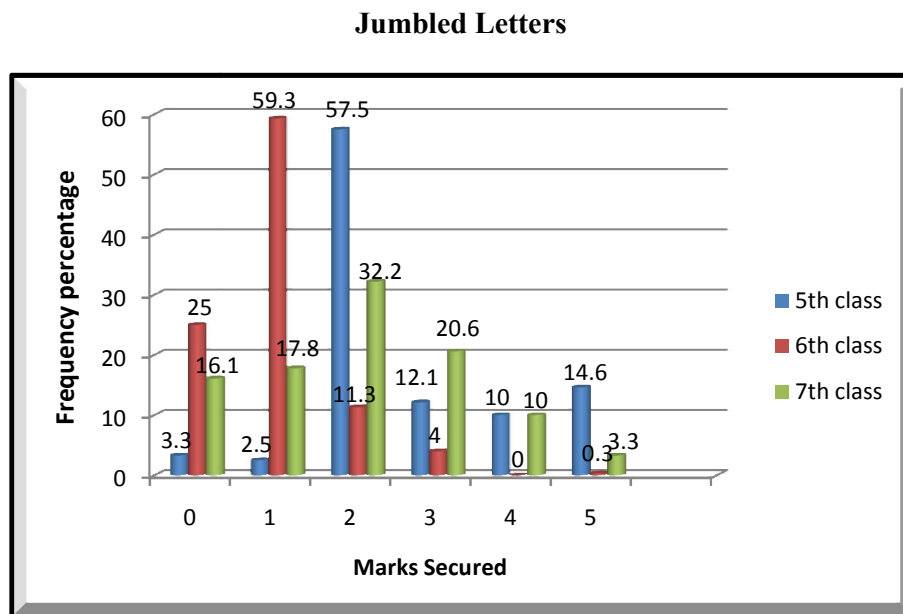
The graph shows the results for “fill in the blank with the missing letters” of three classes. The item tested the writing skill of the learners. The results of data values are discussed as below:

- The learners of the three classes scored zero mark out of six marks. The data values, classes 5th 2.5%, 6th 4.3% and 7th 2.8% of the learners have shown unfamiliar in the test item.
- About 21.7% of class 7th, 7.7% of class 6th and 5.8% of class 5th awarded one mark out of six marks, and have shown feeble abilities in the item. As like, class 5th has shown the best performance in the test.
- The learners of three classes scored two marks out of six marks. As per data values, class of 7th 28.1%, class 6th 22.7% and class 5th 11.7% of the learner have

shown poor knowledge in the item. In the item, class of 7th has participated with more students rather than the others.

- The students secured three marks out of six marks. The graph values, classes of 7th 28.3%, 6th 34.3% and 5th 19.6% of the students have shown standard abilities in the test. Thus, class of 6th has contributed more for the test item.
- Out of six marks three groups awarded four marks. As per the data values, classes 7th 13.9%, 6th 12% and 5th 16.7% of the learners have shown the excellent abilities in the test. The learners of class 5th have shown the best skills among three classes.
- The learners achieved five marks out of six marks. The graph results, classes of 7th 5.3%, 6th 18.7% and 5th 26.3% of the learners have shown outstanding abilities. In the item, class 5th has shown the best performance.
- In this regards 17.5% of the learners of class 5th awarded six marks out of six marks and have shown the wonderful abilities in the test.
- Finally, the researcher states that the class 5th of students has shown the best abilities in the test item.

Fig. 4.2.14: The Three Classes of Frequency Percentage for Item 14:



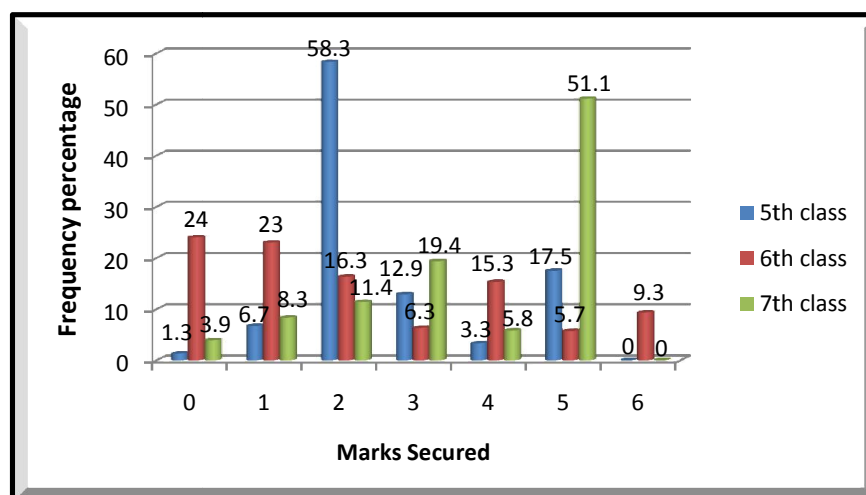
(Sources: The Field Study)

The above chart displays the statistical values for the “jumbled letters in word” of three classes. The item tested the writing skills of the learners. The figure values are analyses as in the following:

- The learners of three classes scored zero mark out of five marks. As per chart values, classes of 5th 3.3%, 6th 25% and 7th 16.1% of the learners have shown unfamiliar in the test item. The item class 5th has shown the best.
- Out of five marks one mark secured of three groups. As per statistical data, classes of 5th 2.5%, 6th 59.3% and 7th 17.8% of the students have shown very poor abilities in the item. Thus, among three classes, class 6th has contributed more members to this item.
- The learners secured two marks out of five marks. As per the statistical data, classes 6th 11.3%, 7th 32.2% and 5th 57.5% of the learners have shown poor abilities. Class 7th has contributed more students.
- The learners awarded three marks out of five marks. As per above data, class 5th 12.1%, 6th 4% and 7th 20.6% of the learners have shown standard abilities in the test. The class 7th has shown the best performance in the item.
- The classes of 5th and 7th scored four marks out of five marks. The chart sources, classes 5th 10% and 7th 10% of the learners have shown excellent abilities in the test item. In the test, both of the classes shown the best.
- The classes of 5th 14.6%, 6th 0.3% and 7th 3.3% of the learners scored five marks out of five marks, and have shown outstanding abilities. The class 5th has shown the better performance in the test item.
- Finally, the researcher notices that the class 5th of students has shown the better performance more than other classes in the item.

Fig. 4.2.15: The Three Classes of Frequency Percentage for Item 15:

Match the Opposite Words

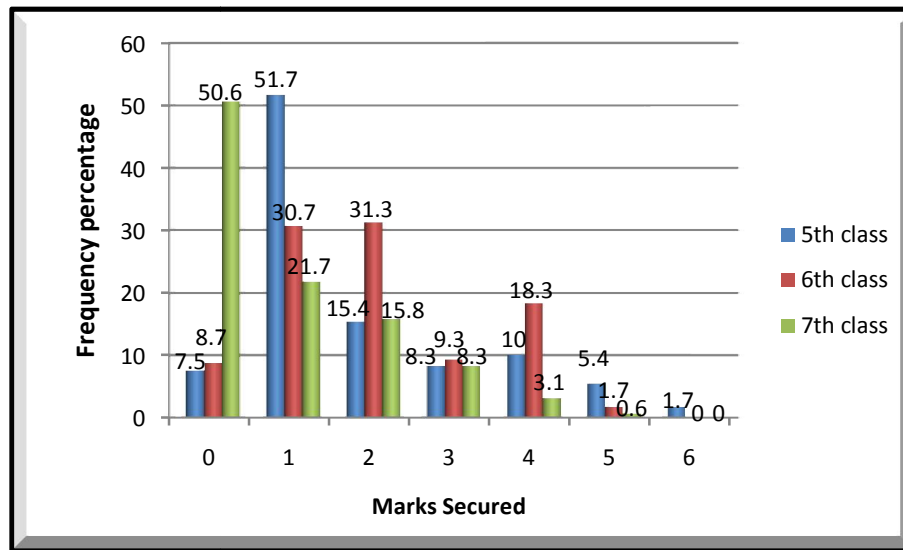


(Sources: The Field Study)

The chart displays the results for “the matching of the words with their opposite meaning” of three classes. The item tested the vocabulary abilities of learners. The diagram values are discussed as below.

- As per the data, classes of 6th 24%, 5th 1.3% and 7th 3.9% of the learners secured zero marks out of six marks, and have shown unfamiliar in the test. The class 5th has shown the best performance in the test.
- The learners achieved one mark out of six marks. As per data values, classes of 7th 8.3%, 6th 23% and 5th 6.7% of the learners have shown feeble abilities in the test. The class 5th has contributed to the test.
- The three classes of 5th 58.3%, 6th 16.3% and 7th 11.4% of the learners achieved two marks out of five marks, and have shown deprived knowledge in the test item. Thus, class 7th has shown the best skills in the test.
- The classes 5th 12.9%, 6th 6.3% and 7th 19.4% of the learners secured three marks out of six marks, and have shown standard abilities in the test item. As per data, class 7th has shown standard abilities rather than other groups.
- About 3.3% of class 5th, 15.3% of class 6th and 5.8% of the learners secured four marks out of six marks, and have shown excellent abilities in the test.
- The classes 5th 17.5%, 6th 5.7% and 7th 51.1% of the learners achieved five marks out of six marks, and have shown outstanding abilities in the test. The class 7th has shown the best ability rather than remain groups in the test.
- The classes of 6th 9.3% secured six marks by six marks have shown wonderful abilities in the test.
- The investigator concludes that the item of overall results shown that the class of 7th has the best abilities in this item test.

Fig. 4.2.16: The Three Classes of Frequency Percentage for Item 16: Abbreviations



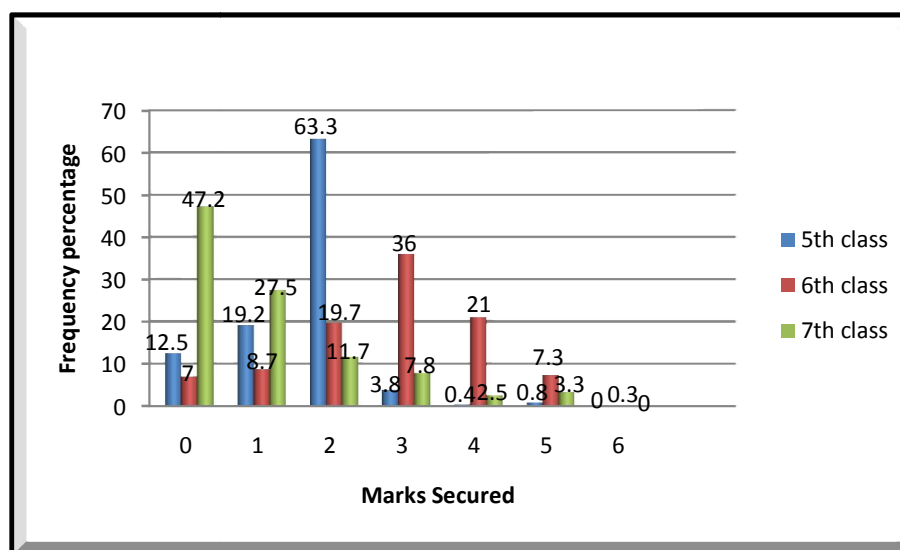
(Sources: The Field Study)

The graph displays the statistical values of three groups for the “abbreviations.” The item tested the writing skill of the learners. The statistical data values are described as in the following:

- The classes 5th 7.5%, 6th 8.7% and 7th 50.6% of the learners scored zero marks out of six marks, and have shown unfamiliar in the test.
- The learners awarded one mark out of six marks. The data values, classes of 5th 51.7%, 6th 30.7% and 7th 21.7% of learners have shown feeble abilities in the item test. As well as, the class 5th has contributed to the test rather than other classes.
- About 15.4% of class 5th, 31.3% of class 6th and 15.8% of class 7th of the learners achieved two marks out of six marks, and have shown deprived abilities in the test item.
- The three classes of students scored three marks out of six marks. As per data values, classes of 5th 8.3%, 6th 9.3% and 7th 8.3% of the learners have shown standard abilities in the item test. Thus, class 6th has shown good performance in the test.
- The classes of 5th 10%, class 6th 18.3% and 7th 3.1% the learners achieved four marks out of six marks, and have shown excellent abilities in the test. The class 6th has performed well in the test.
- The learners scored five marks out of six marks. The data values, classes 5th 5.4%, 6th 1.7% and 7th 0.6% of the students have shown outstanding abilities in the test. Thus, class 5th has shown best in the test item.

- The class of 5th 1.7% secured six marks out of six marks, and has shown wonderful abilities in the test item.
- The researcher describes that the class 6th has shown the best performance among three classes in the test.

Fig. 4.2.17: The Three Classes of Frequency Percentage for Item 17: Cloze Test



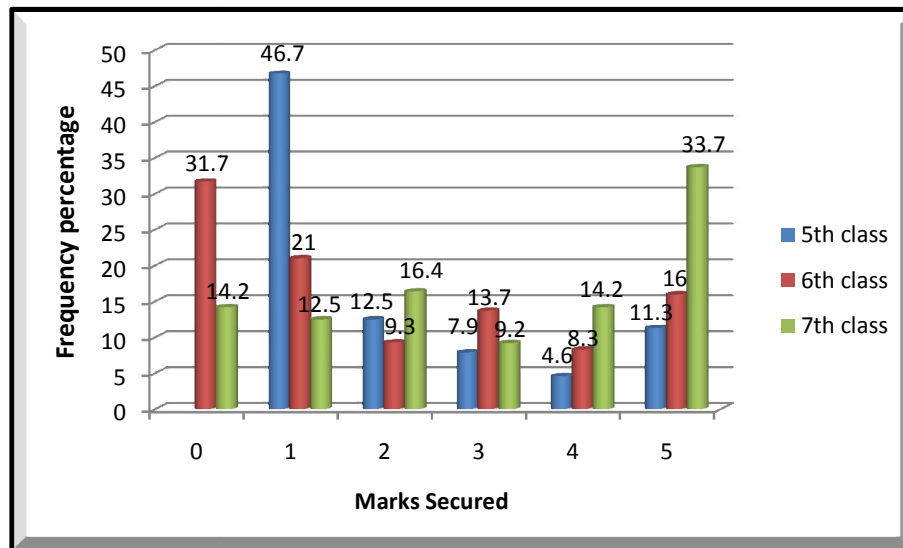
(Sources: The Field Study)

Above graph displays the results of the “Cloze test” for three classes. The item tested the knowledge of grammar abilities of the learners. The chart values are discussed as in the following:

- The classes 7th 47.2%, 6th 7% and 5th 12.5% secured zero marks out of six marks, and have shown the unfamiliar in the test item.
- About 19.2% of class 5th, 8.7% of class 6th and 27.5% of class 7th of students achieved one mark out of six marks, and have shown feeble abilities in the test. Thus, the class 7th has contributed more numbers of students for the test.
- The three classes of learners achieved two marks out of six marks. As per data source, classes of 5th 63.3%, 6th 19.7% and 7th 11.7% of the learners have shown the poor skills in the test. As well as, class 5th has performed well in the test.
- The classes 5th 3.8%, 6th 36% and 7th 7.8% of students scored three marks out of six marks, and have shown standard abilities in the test. The class 6th learners involved more students.
- About 0.4% of class 6th, 21% of 5th class and 2.5% of 7th class of students awarded four marks out of six marks, and have shown excellent abilities in the test. Class 5th has shown the best performance in the test item.

- The graph values, classes 5th 0.8%, 6th 7.3% and 7th 3.3% of students secured five marks out of six marks, and have shown outstanding abilities in the test. The class 6th has shown the best performance in the test.
- In this regards, 0.3% of class 6th students gained six marks by six marks, and have shown the wonderful abilities in the test item.
- The investigator describes that in overall learners in the item, class 6th has shown the best abilities in the test.

Fig. 4.2.18: The Three Classes of Frequency Percentage for Item 18: Word Chain



(Sources: The Field Study)

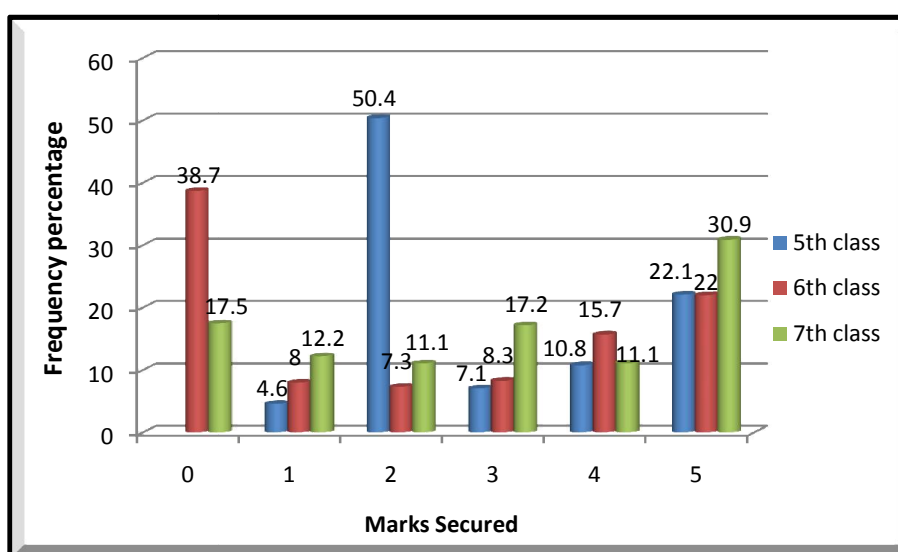
The diagram displays the results of “word chain” for three classes. The item tested the vocabulary and writing skills of the learners. The results are discussed as in the following:

- As per data source, classes 5th 11.3%, 6th 16% and 7th 33.7% of students secured five marks out of five marks, and have shown outstanding abilities in the test. In the item, class 7th has shown best performance.
- Out of five marks four marks scored by the classes 5th 4.6%, 6th 8.3% and 7th 14.2% of learners have shown excellent abilities in the test. The class 7th of students has shown good performance among three classes in the test.
- The classes 5th 7.9%, 6th 13.7% and 7th 9.2% awarded three marks out of five marks, and have shown standard abilities in the test item. Thus, class 6th has shown the best performance in the test.
- The three classes 5th 12.5%, 6th 9.3% and 7th 16.4% of the learners scored two marks out of five marks, and have shown deprived abilities in the test. The class 7th of students have participated more numbers in the test.

- The learners of three classes scored one mark out of five marks. As per the chart values, classes 5th 46.7%, 6th 21% and 7th 12.5% of learners secured three marks, and have shown the feeble abilities in the test.
- About 31.7% of class 6th and 14.2% of class 7th of learners awarded zero marks out of five marks, and have shown the unfamiliar in the item test. The class 5th not contributed in the test.
- The researcher states that the class 7th has shown best abilities in the overall test.

Fig. 4.2.19: The Three Classes of Frequency Percentage for Item 19:

Alphabetical Order



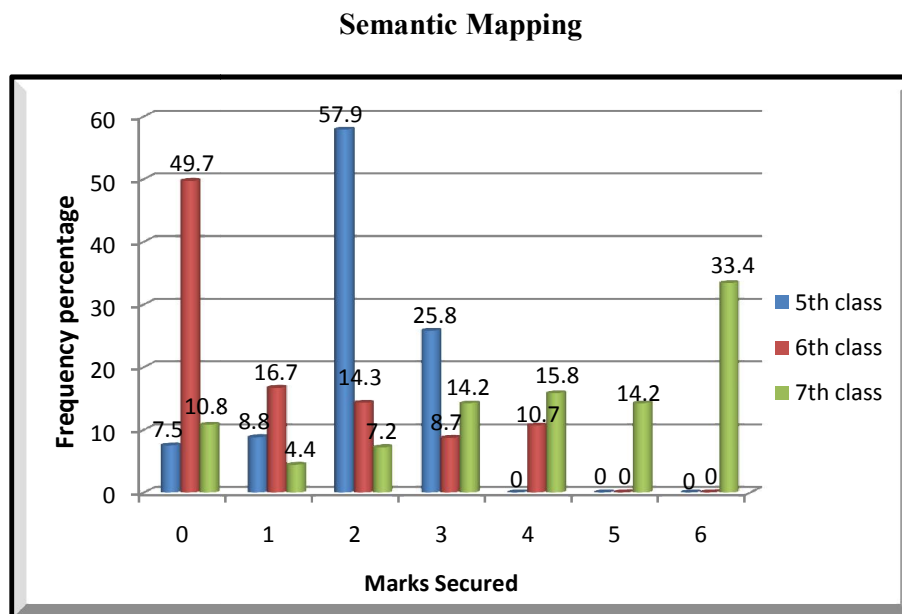
(Sources: The Field Study)

Above graph displays the results of three classes for “the arrange sets of words in the alphabetical order.” The item tested the vocabulary of the learners. The chart results are analyses as in the following:

- The classes 6th 38.7%, 5th nil and 7th 17.5% of learners secured zero marks out of five marks, have shown unfamiliar with the test item.
- The learners of three classes scored one mark out of five marks. As per data source, grades 5th 4.6%, 6th 8% and 7th 12.2% of learners secured three marks and have feeble abilities in the test item. The class 5th has performed best in the test.
- The grades 5th 50.4%, 6th 7.3% and 7th 11.1% of learners secured two marks out of five marks, and have shown deprived abilities in the test. The class 5th has contributed huge students for the test.

- The classes 5th 7.1%, 6th 8.3% and 7th 17.2% of the learners awarded three marks out of five marks, and have shown standard knowledge in the test. The class 7th has performed well in the test.
- The learners of three classes scored four marks out of five marks. The classes 5th 10.8%, 6th 15.7% and 7th 11.1% of the learners secured four marks and have shown good abilities in the test item. The class 6th has performed best in the test.
- The classes 5th 22.1%, 6th 22% and 7th 30.9% of learners achieved five marks out of five marks, and have shown outstanding abilities in the test. Class 7th has shown the best performance.
- The investigator concludes that in overall item, class 7th has shown the best abilities in the test.

Fig. 4.2.20: The Three Classes of Frequency Percentage for Item 20:



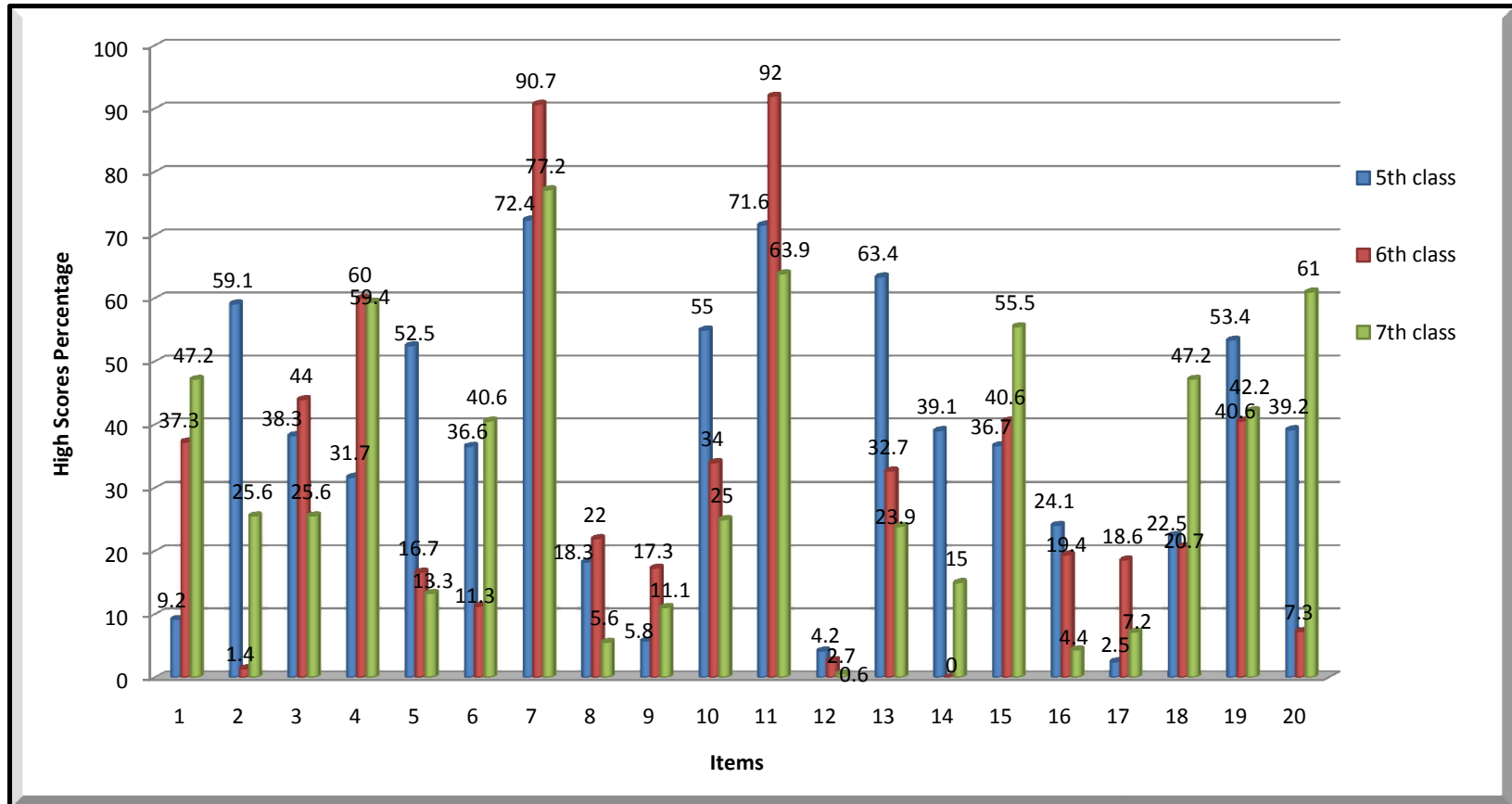
(Sources: The Field Study)

The above graph displays the statistical values of three classes for “the semantic mapping.” The item tested the writing skills. The chart values are illustrated as below:

- The three classes of learners awarded zero marks out of six marks. As per data, classes 5th 7.5%, 6th 47.9% and 7th 10.8% of learners have shown unfamiliar in the test.
- The classes of 5th 8.8%, 6th 16.7% and 7th 4.4% of learners scored one mark out of six marks, and have shown feeble abilities in the item. In the test item, class 7th learners have shown the better performance.

- The students awarded two marks out of five marks. The data sources, class 5th 57.9%, 6th 14.3% and 7th 7.2% of the learners secured two marks, and have shown poor abilities in the test. Class 7th has shown the best performance in the test.
- The learners awarded three marks out of six marks. The data sources, classes 5th 25.8%, 6th 8.7% and 7th 14.2% of learners have shown average abilities in the test. In the test, class 5th has shown the best abilities in the test.
- The classes of 6th 10.7% and 7th 15.8% of the learners awarded four marks out of six marks, and have shown excellent abilities in the test. The class 7th has shown the best performance rather than other classes.
- The class 7th 14.2% of the learners awarded five marks out of six marks, and has shown the outstanding abilities in the test item.
- Finally, class 7th of students achieved six marks by six marks, and has shown wonderful abilities in the test.
- The researcher observes that in the overall performance among three classes in the item, class 7th has shown the best performance in the semantic mapping test.

Fig. 4.2.21: The Students of Three Classes' Items High Scores



(Sources: The Field Study)

The above graph displays the results for three classes of items high scores percentage (four and above four marks secured, in item five two marks, and item twentieth three marks for class 5th considered as high scores). The graph values are described as below:

The class 5th of items high scores secured and have shown the best abilities in the items of two, ten, twelve, thirteen, and fourteen. Out of twenty items six items have performed well among the three classes. As well as, the items of eight, nine, twelve, and seventeen have secured below seven percent. And the highest score is 83.8 percent in the odd one out of item eleven. The lowest score is 1.2 percent of item seventeen. It is cloze test, which measures the learner's ability to negotiate meaning from the context despite gaps or interruptions.

The class 6th of items high scores secured and has shown the best performance in the items of three, four, seven, eight, nine, eleven, sixteen, and seventeen. The whole twenty items eight items led best scores among the three classes. As per results, the items of two, six, twelve, fourteen, and seventeen have secured lower than ten percent. And item fourteen has shown the decimal percent. The overall class 6th of the highest score is 94.4 percent in cloze test item eleven. The lowest score is 0.3 percentage of item fourteen. The item had jumbled up letters and tested the writing abilities.

The students of class 7th of items' high scores secured in items of one, six, fifteen, eighteen, nineteen and twenty and have shown the best over the remaining classes. From them six items have shown the best performance entirely twenty items. As per the results, the highest score is 75.6 percent achieved in parts of speech of item seven. As well as, the items of the lowest score is 0.3 percent in write sentence into simple past tenses of item twelve. However, the items of eight, twelve, sixteen and seventeen have achieved less than seven percent in overall.

Finally, the students of class 6th of items' high scores led in eight items. And both classes 7th and 5th of items' high scores achieved six times in items.

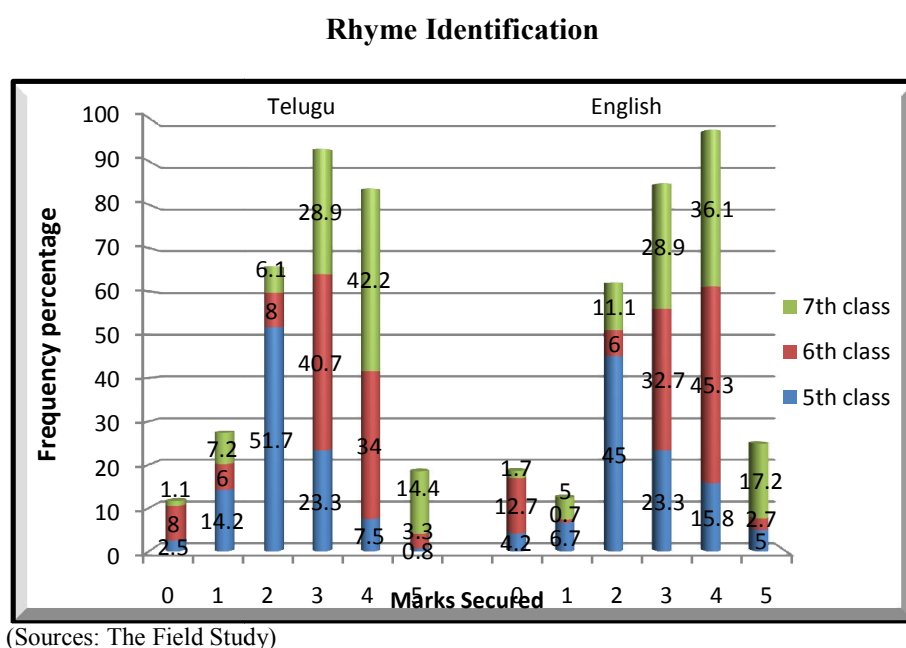
4.3 Medium Wise: Data Analysis and Results

One of the objectives of the study is to analysis and compares Tel medium students and Eng medium students with respect to learning abilities. This study led to comparative analysis to find out the difference between the three classes. The graphs

first show the effect of the language medium as the learners of the three classes, next statistical values are shown in a bar with multiple colours, where each colour represents a particular class (i.e., blue for 5th, pink for 6th, and green for 7th classes) for one subset of the item. The data results are shown in the frequency percentage on the each colour represents the secured marks of the respective class.

Here, in the chart on the X-axis, have marks secured by students and on the Y-axis student's frequency percentage are shown.

Fig. 4.3.1: The Medium of Frequency Percentage for Item 01:



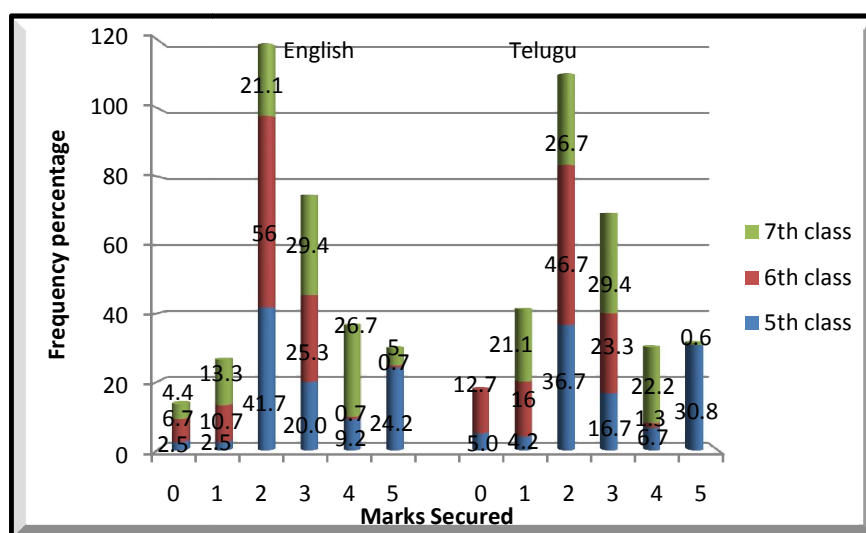
(Sources: The Field Study)

The above chart shows the values of three classes of both media for “the rhyme words identification.” The item tested reading skills of the students. The values are analyses as in the following:

- ▲ The Tel medium classes 5th 2.5%, 6th 8% and 7th 1.1%, as well as Eng classes of 5th 4.2%, 6th 12.7% and 7th 1.7% achieved zero marks out of five marks, and have shown no knowledge of the test item. The Eng medium students have unknown abilities than Tel medium students.
- ▲ The media of students gained one mark out of five marks. As per data source, the Tel medium of grades 5th 14.2%, 6th 6% and 7th 7.2%, as well as Eng medium of classes 5th 6.7%, 6th 0.7% and 7th 5% of learners have shown feeble abilities in the test item.

- ▲ Both media of learners secured two marks out of five marks. The graph results, classes 5th 51.7%, 6th 8% and 7th 6.1% of Tel medium, and the Eng medium of 5th 45%, 6th 6% and 7th 11.1% the learners secured two marks, and have shown deprived abilities in the test. The medium of Tel learners has deprived abilities greater than Eng.
- ▲ The learners obtained three marks out of five marks. The data source, Eng medium classes of 5th 28.3%, 6th 32.7% and 7th 28.9%, as well as Tel medium of 5th 28.3%, 6th 40.7% and 7th 28.9% of the learners scored three marks, and they have shown standard abilities. The classes 5th and 7th have shown similar abilities, and class 6th of Tel medium has participated in this item test.
- ▲ The learners of both media achieved four marks out of five marks. The classes of 5th 7.5%, 6th 34% and 7th 42.2% of Tel, as well as 5th 15.8%, 6th 45.3% and 7th 36.1% of Eng medium students scored four marks, and have shown excellent abilities in test item. Eng medium has shown better performance.
- ▲ The learners of both media gained five marks out of five. Tel medium 5th 0.8%, 6th 3.3% and 7th 14.4%, and the Eng 5th 5%, 6th 2.7% and 7th 17.2% of the learners have shown outstanding abilities in the test item. The Eng medium has shown the best performance in the test item.
- ▲ The researcher concludes above the item analysis that Eng medium of 6th and 5th classes, Tel 7th class has shown more abilities rather than Tel medium.

Fig. 4.3.2: The Medium of Frequency Percentage for Item 02: Rhyme Production



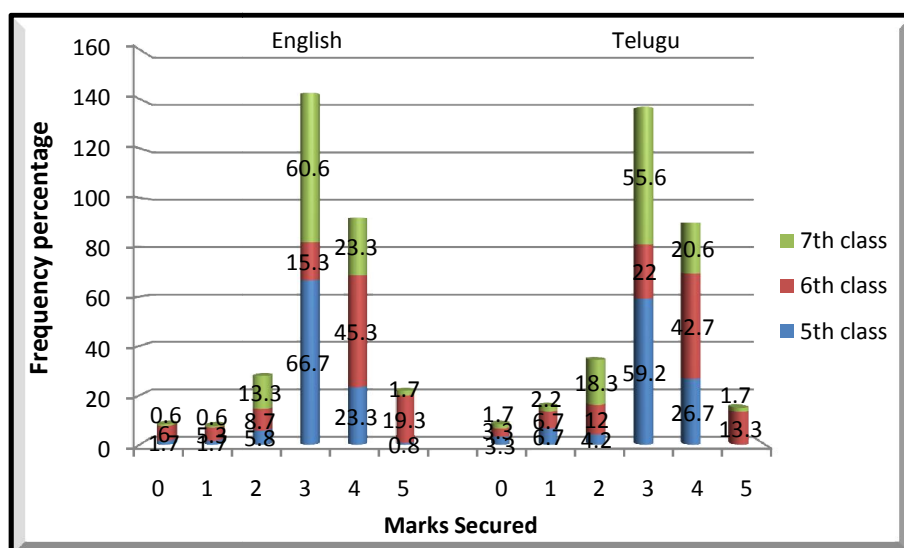
(Sources: The Field Study)

The graph shows the statistical values of three classes of both medium in finding out the similar rhyming letters by learners. The item tested the writing skills of three classes. The results of the chart are analysed as below:

- ▲ The learners of both media achieved zero marks out of five marks. The data sources revealed that classes of 5th 2.5%, 6th 6.7% and 7th 4.4% of Tel, and the Eng medium classes of 5th 5% and 6th 12.7% the learners awarded zero marks, and have shown no knowledge in the test item. The Tel medium has shown best skill in the test greater than Eng.
- ▲ Out of five marks one mark scored in the test item. The statistical data results, classes 5th 2.5%, 6th 1.7% and 7th 13.3% of Tel, and the Eng of 5th 4.2%, 6th 16% and 7th 21.1% of learners have shown the feeble abilities in the test. The Tel medium has shown the best in the item.
- ▲ The learners awarded two marks out of five. As per data source, classes 5th 41.7%, 6th 56% and 7th 21.1% of Eng, and classes of 5th 36.7%, 6th 46.7% and 7th 26.7% of Tel medium secured two marks, and have shown deprived abilities in both media of the test. Eng medium has deprived abilities rather than Tel.
- ▲ The Eng medium classes of 5th 20%, 6th 25.3% and 7th 29.4%, and the Tel medium classes of 5th 16.7%, 6th 23.3% and 7th 29.4% gained three marks, and have shown standard abilities in the test. The Eng medium have shown standard abilities larger than Tel.
- ▲ As per data, classes 5th 9.2%, 6th 0.7% and 7th 26.7% of Eng, and classes of Tel 5th 6.7%, 6th 1.3% and 7th 22.2% of learners scored four marks out of five marks, and have shown excellent abilities in the test item. The Eng medium of 5th and 7th has more abilities over Tel medium.
- ▲ Out of five marks five marks scored in the item. The data revealed that classes of 5th 24.2%, 6th 0.7% and 7th 5% of Eng, and classes of 5th 30.8% and 7th 0.6% of Tel medium secured five marks have shown outstanding abilities in the test item. The class 5th of Tel and class 7th of Eng medium have shown the best skills in the writing.
- ▲ The researcher analyses that the Tel medium 6th, and Eng. 7th has shown better abilities in the test with greater than Eng medium.

Fig. 4.3.3: The Medium of Frequency Percentage for Item 03:

Letter Pronunciation



(Sources: The Field Study)

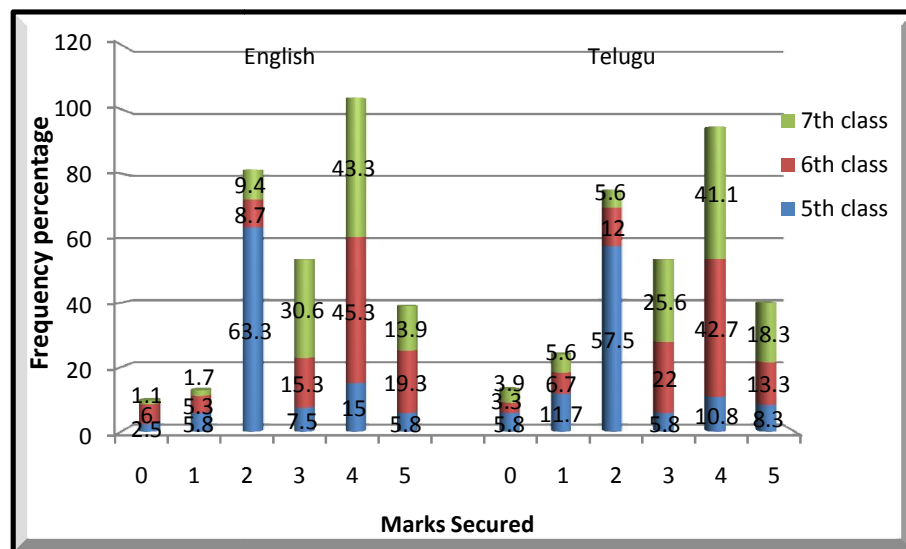
The graph displays the numerical values for “the find out the pronunciation of the underlined character of the word” of both media of the three classes. The item tested the listening skills of the learners. The above chart values are analysed as in the follows:

- ▲ The learners scored zero marks out of five marks. The Eng medium of 5th 1.7%, 6th 6% and 7th 0.6%, and the Tel medium of 5th 3.3%, 6th 3.3% and 7th 1.7% of the learners secured zero marks, and have shown unfamiliar in the test item. The Eng medium has shown the unknown in the test item.
- ▲ Out of five marks one mark secured by Eng medium learners of 5th 1.7%, 6th 5.3% and 7th 0.6%, and the Tel medium of 5th 6.7%, 6th 6.7% and 7th 2.2% of the learners have shown very poor abilities in the test item. Tel medium has participated in the feeble abilities greater than Eng.
- ▲ As per chart sources, Eng medium of 5th 5.8%, 6th 8.7% and 7th 13.3%, and the Tel medium of 5th 4.2%, 6th 12% and 7th 18.3% of learners secured two marks out of five marks, and have shown deprived abilities in the speaking skills. The Tel medium of learners have shown the deprived abilities in the test.
- ▲ Both media of classes 5th 66.7%, 6th 15.3% and 7th 60.6% of Eng, and classes 5th 59.2%, 6th 22% and 7th 55.6% of Tel of the learners secured three marks

out of five marks, and they have shown standard abilities in the test item. Both media of the Tel learners have participated more numbers in standard abilities.

- ▲ The learners of both media obtained four marks out of five marks. As per data, Eng medium 5th 26.7%, 6th 42.7% and 7th 23.3%, and the Tel medium of 5th 26.7%, 6th 42.7% and 7th 20.6% of the learners scored four marks, and have shown excellent abilities in the test item. Both media have shown the equivalent abilities in the test.
- ▲ The class 6th of Eng 19.3%, class of Tel 13.3%, class 7th of Eng 1.7%, and Tel 1.7 gained five marks out of five marks, and have shown outstanding abilities in the test. The class 6th of Eng has performed well in the test item.
- ▲ The researcher observes that the Eng medium 6th and 7th, and Tel 5th has shown good abilities in the test item.

Fig. 4.3.4: The Medium of Frequency Percentage for Item 04: Silent Letters



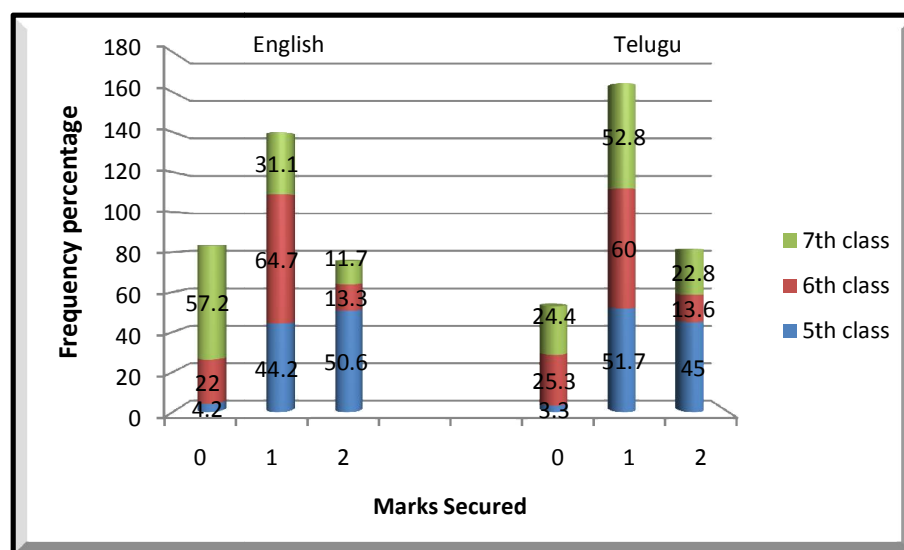
(Sources: The Field Study)

The above diagram displays the values of both media and tested for the listening skills. The statistical data are analysed as in the following:

- ▲ The data source, both media of Eng of 5th 2.5%, 6th 6% and 7th 1.1%, and the Tel of 5th 5.8%, 6th 3.3% and 7th 3.9% secured zero marks out of five marks, and have shown unfamiliar in the test item.
- ▲ One mark out of five marks secured by both media of 5th 5.8%, 6th 5.8% and 7th 1.7% of Eng, and the Tel 5th 11.7%, 6th 6.7%, and 7th 5.6% of learners have shown very poor abilities in the test.

- ▲ The learners obtained two marks out of five marks. The data source, both media of Eng classes 5th 63.3%, 6th 8.7% and 7th 9.4%, and the Tel medium 5th 57.5%, 6th 12% and 7th 5.6% of the learners secured two marks, and have shown deprived abilities in the test item. The Eng medium has shown deprived abilities.
- ▲ Three marks out of five marks secured by both media. The classes of 5th 7.5%, 6th 15.3% and 7th 30.6% of Eng, and the Tel 5th 5.8%, 6th 22% and 7th 25.6% of learners have shown standard abilities in the test item. Eng medium has shown the best performance in the test.
- ▲ The learners scored four marks out of five marks. The data results, classes 5th 15%, 6th 45.3% and 7th 43.3% of Eng medium, and the Tel medium 5th 10.8%, 6th 42.7% and 7th 41.1% of learners have shown excellent abilities in the test item. Eng Medium has shown the best abilities in the test.
- ▲ Out of five marks five marks secured by both media of Eng 5th 5.8%, 6th 19.3% and 7th 13.9%, and the Tel 5th 8.3%, 6th 13.3% and 7th 18.3% of the learners have shown outstanding abilities in the test. The medium of Tel has shown better performance in the test.
- ▲ The examiner concludes that the classes of 5th and 6th of Eng, and 7th of Tel media have shown the abilities in the listening skill.

Fig. 4.3.5: The Medium of Frequency Percentage for Item 05: Multiple Choices

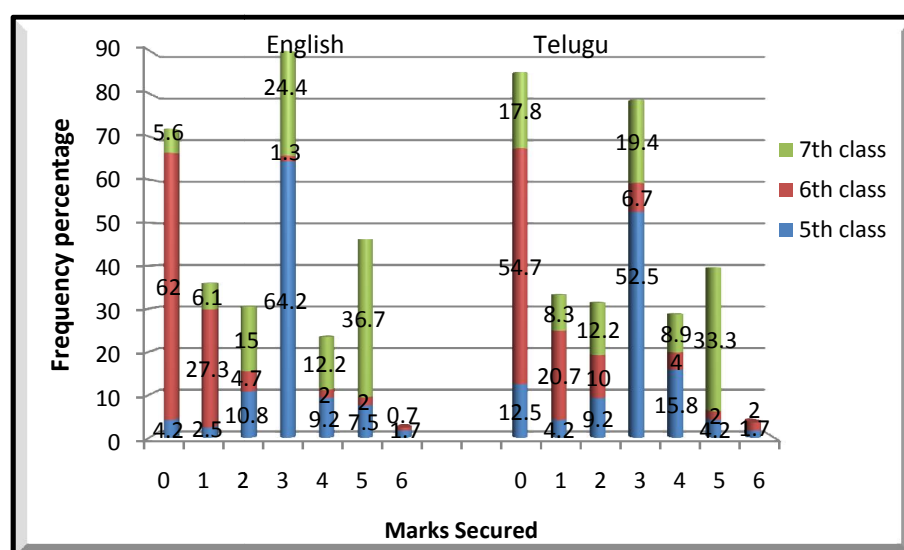


(Sources: The Field Study)

The chart displays the statistical values of both media of three classes for the “multiple choices.” The item tested the vocabulary of the learners. The statistical values of the data and analysis are discussed as in the following:

- ▲ Both media of learners secured zero marks out of two marks. As per data values, Eng medium of 5th 4.2%, 6th 22% and 7th 57.2%, and Tel medium of 5th 3.3%, 6th 25.3% and 7th 24.4% of the learners have shown unfamiliar in the test item.
- ▲ Both media of classes 5th 44.2%, 6th 64.7% and 7th 31.1% of Eng, and Tel of 5th 51.7%, 6th 60% and 7th 52.8% scored one mark out of two marks, and have shown standard abilities in the content vocabulary. Tel medium has shown the best in the test.
- ▲ The medium of students secured two marks out of two marks. The data values, classes 5th 50.6%, 6th 13.3% and 7th 11.7% of Eng, and Tel 5th 45%, 6th 13.6% and 7th 22.8% of the learners have shown the excellent abilities in the test. The class 5th of Eng, and class 6th and 7th of Tel medium have shown the best in test item.
- ▲ The researcher concludes in the overall item of class 5th of Eng medium, and 7th and 6th of Tel medium have shown good abilities in the content vocabulary.

Fig. 4.3.6: The Medium of Frequency Percentage for Item 06: Gap Filling

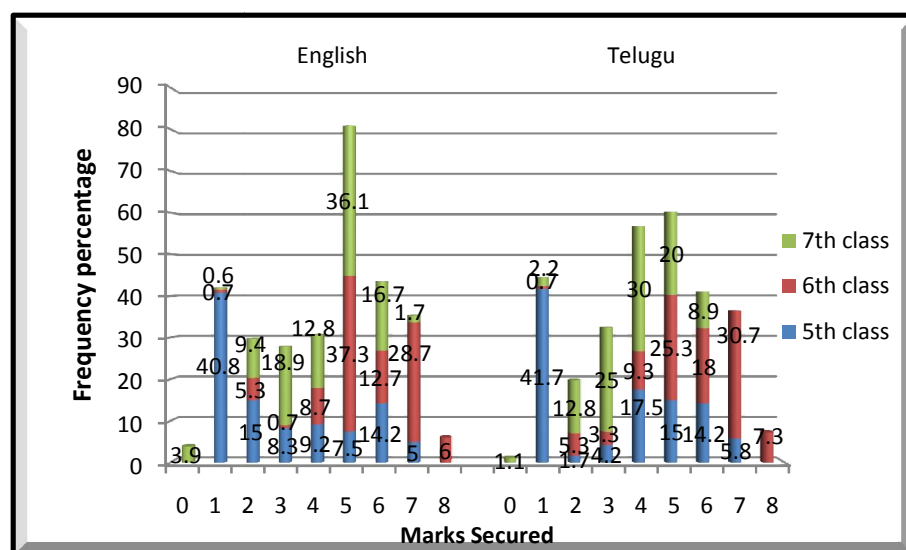


(Sources: The Field Study)

The figure shows values of the results for “the forms of the verb.” of the both media of the three classes. The item tested the vocabulary knowledge. The data values are analysed as in the following:

- ▲ Both media of students secured six marks out of six marks. The Eng medium of 5th 1.7% and 6th 0.7%, and the Tel medium 5th 1.7% and 6th 2% of students have shown wonderful abilities in the test item.
- ▲ The item of both media of learners scored five marks out of six marks. The data source, Eng medium of 5th 7.5%, 6th 2% and 7th 36.7%, and the Tel medium of 5th 4.2%, 6th 2% and 7th 33.3% of the learner have shown outstanding abilities in the test. The class 7th of Eng medium has shown better than Tel medium in the item test.
- ▲ Classes of 5th 9.2%, 6th 2% and 7th 12.2% of Eng medium, and the Tel medium classes 5th 15.8%, 6th 4% and 7th 8.4% of the learners secured four marks out of six marks, and have shown excellent abilities in the item. Eng medium 7th, Tel medium 5th and 6th of the learners have shown the best performance in the test.
- ▲ The both media of learners secured three marks out of six marks. The Eng classes of 5th 64.2%, 6th 1.3% and 7th 24.4%, and the Tel 5th 52.5%, 6th 6.7% and 7th 19.4% of the learners have shown standard abilities in the test.
- ▲ Both media students obtained two marks out of six. As per the data, Eng medium of 5th 10.8%, 6th 4.7% and 7th 15%, and Tel medium of 5th 9.2%, 6th 10%, and 7th 12.2% of learners have shown deprived abilities in the test.
- ▲ The learners secured one mark out of six marks. The data results, classes 5th 2.5%, 6th 27.3% and 7th 6.1% of Eng medium, and Tel of 5th 4.2%, 6th 20.7% and 7th 8.3% of the learners have shown feeble abilities in the test.
- ▲ The Eng medium of 5th 4.2%, 6th 62%, 7th 5.6% and Tel medium 5th 12.5%, 6th 54.7% and 7th 17.8% of the learners secured zero marks out of six marks, and have shown unknown in the test. The class 6th of both media learners unknown in the test.
- ▲ The examiner observes that the class 7th of Eng, classes 6th and 5th of Tel medium have shown best performance in the test item.

Fig. 4.3.7: The Medium of Frequency Percentage for Item 07: Parts of Speech



(Sources: The Field Study)

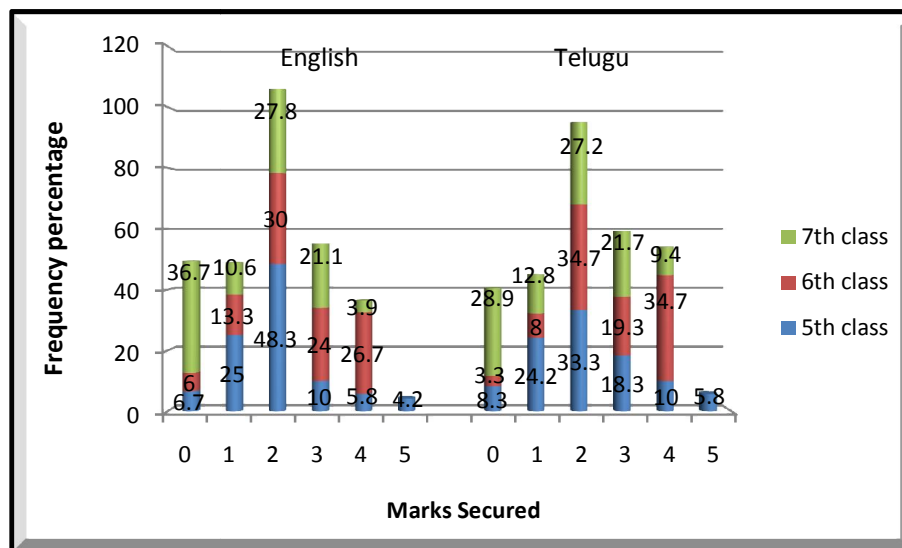
The above graph displays the statistical values of three classes of both media for “the quantitative vocabulary.” The item tested the grammatical knowledge of the learners. The data the numerical values are analysed as in the following:

- ▲ The class of 7th 3.9% of Eng and Tel of 1.1% of the learners secured zero marks out of eight marks, and have shown unknown in the test item.
- ▲ The medium of learners scored one mark out of eight marks. As per data, classes 5th 40.8%, 6th 0.7% and 7th 0.6% of Eng, and the Tel 5th 41.7%, 6th 0.7% and 7th 2.2% of the learners have shown feeble abilities in the test item.
- ▲ The Eng medium of classes 5th 15%, 6th 5.3% and 7th 9.4%, and the Tel 5th 1.7%, 6th 5.3% and 7th 12.8% of the learners secured two marks out of eight marks, and have shown deprived knowledge in the test item.
- ▲ Eng medium of 5th 8.3%, 6th 0.7% and 7th 18.9%, and the Tel of 5th 4.2%, 6th 3.3% and 7th 25% of the learners achieved three marks out of eight marks, and have shown standard abilities in the test. The classes of Tel medium learners have more abilities than Eng medium in the test.
- ▲ The learners secured four marks out of eight marks. The Eng medium classes of 5th 9.2%, 6th 8.7% and 7th 12.8%, and the Tel 5th 17.5%, 6th 9.3% and 7th 30% of the learners have shown good abilities in the test. Tel medium has shown the abilities over than the Eng medium.
- ▲ The classes of 5th 7.5%, 6th 37.3% and 7th 36.1% of Eng, and the Tel 5th 15%, 6th 25.3% and 7th 20% of the learners achieved five marks out of eight marks,

and have good abilities in the test. The class 5th of Tel, class 6th and 7th of Eng medium have shown very good abilities.

- ▲ Out of eight marks six marks achieved by both medium. Classes of 5th 14.2%, 6th 12.7% and 7th 16.7% of Eng, and Tel of 5th 14.2%, 6th 18% and 7th 8.9% of the learners have shown outstanding abilities in the test.
- ▲ The both media of learners secured seven marks out of eight marks. The classes of 5th 5%, 6th 28.7% and 7th 1.7% of Eng, and the Tel of 5th 5.8% and 6th 30.7% of the learners have shown outstanding abilities in the test. Class 6th of Tel medium has involved more rather than Eng.
- ▲ Eight marks out of eight marks secured by both media. The classes of 6th 6% of Eng and Tel 7.3% of the learners have shown the wonderful abilities in the test. The Tel medium has shown more abilities than Eng.
- ▲ The researchers states that the class of 6th of Tel, and classes 7th and 5th of Eng have shown the best abilities in the test.

Fig. 4.3.8: The Medium of Frequency Percentage for Item 08: Translation



(Sources: The Field Study)

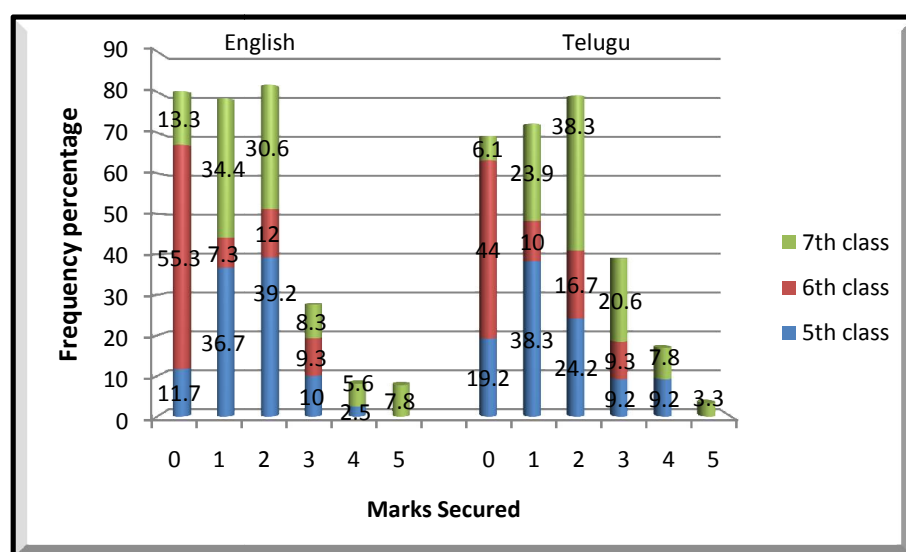
The graph displays the values of both media of three classes for the knowledge of “translation” by learners. The item tested the vocabulary comprehension. The values are described as in the following:

- ▲ Both media of learners of class 5th scored five marks out of five marks. The class 5th of Eng 4.2%, and the Tel 5.8% of the learners have shown outstanding in the test. Tel medium has shown the best in the test.

- ▲ Both media of learners achieved four marks out of five marks. As per data source, classes 5th 5.8%, 6th 26.7% and 7th 3.9% of Eng, and 5th 10%, 6th 34.7% and 7th 9.4% of Tel medium of the learners have shown excellent abilities in the item. Tel medium of learners have shown the best.
- ▲ Three marks out of five marks secured by both media. The classes 5th 10%, 6th 24% and 7th 21.1% of Eng, and the Tel of 5th 18.3%, 6th 19.3% and 7th 21.7% of the learners have shown standard abilities in the test item. The learners of 6th Eng, 5th and 7th of Tel medium have shown best performance in the test.
- ▲ Both media of classes 5th 48.3%, 6th 30% and 7th 27.8% of Eng, and the Tel of 5th 33.3%, 6th 34.7% and 7th 27.2% of the learners achieved two marks out of five marks, and have shown the deprived abilities in the test item.
- ▲ One mark out of five marks secured by both media. The data sources, classes of 5th 25%, 6th 13.3% and 7th 10.6% of Eng, and the Tel of 5th 24.2%, 6th 8% and 7th 12.8% of learners have shown feeble abilities in the item test.
- ▲ The medium of classes 5th 6.7%, 6th 6% and 7th 36.7% of Eng, and the Tel 5th 8.3%, 6th 3.3% and 7th 28.9% secured zero marks out of five marks, and have shown unfamiliar in the item.
- ▲ Finally, the examiner observes that the Tel medium learners have shown good performance in the test.

Fig. 4.3.9: The Medium of Frequency Percentage for Item 09:

Rearrange the Words into Sentences



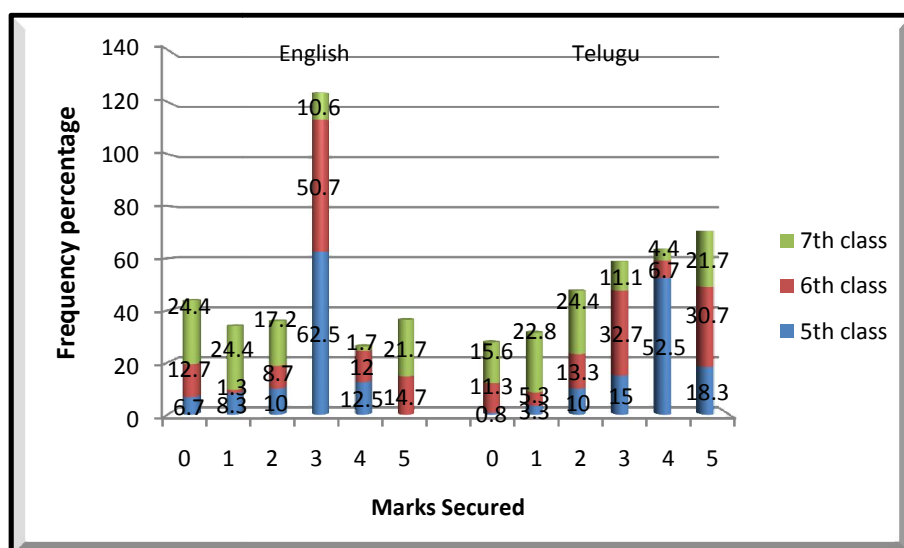
(Sources: The Field Study)

The graph shows the values of “putting the right order and make a meaningful sentence” for three classes of medium. The item tested the knowledge of grammar abilities. The chart statistical values are discussed as in the following:

- ▲ Both media of learners awarded zero marks out of five marks. The class 6th of Eng 55.3%, Tel 44%, 5th of Eng 11.7%, Tel 19.2%, and 7th of Eng 13.3%, Tel 6.1% of learners have shown unfamiliar in the item. The class 6th has shown the unknown in the test other than classes.
- ▲ Eng medium of 5th 36.7%, 6th 7.3% and 7th 36.7%, and Tel of 5th 38.3%, 6th 10% and 7th 23.9% of learners achieved one mark out of five marks, and have shown feeble abilities in the item test.
- ▲ Both media of learners achieved two marks out of five marks. As per the data, classes of Eng 5th 39.2%, 6th 12% and 7th 30.6%, as well as Tel 5th 24.2%, 6th 16.7% and 7th 38.3% of the learners secured two marks, and have shown deprived abilities in the test item. Eng of 5th, Tel of 6th and 7th of medium of three classes have deprived skill.
- ▲ Both media of learners gained three marks out of five marks. The classes of 5th 10%, 6th 9.3% and 7th 8.3% of Eng, as well as Tel of 5th 9.2%, 6th 9.3% and 7th 20.6% of the learners secured three marks, and have shown standard abilities in the test.
- ▲ The data results, classes in Eng of 5th 2.5%, and 7th 5.6%, and Tel 5th 9.2% and 7th 7.8% of the learners secured four marks, and have shown excellent abilities in the item.
- ▲ The classes 5th of Eng 7.8% and Tel 3.3% of the learners secured five marks out of five marks, and have shown outstanding abilities in the item test. Eng of 5th has shown good abilities more than Tel in test item.
- ▲ The researcher concludes that the overall class 7th of Eng, and classes 5th and 6th of Tel medium learners have shown good abilities in the test item.

Fig. 4.3.10: The Medium of Frequency Percentage for Item 10:

Match the Words with Meaningful



(Sources: The Field Study)

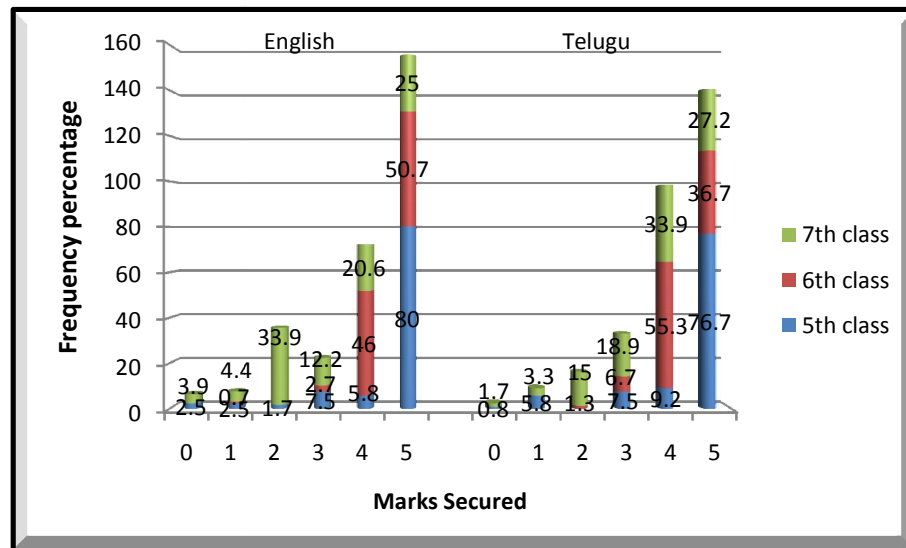
The graph shows the results of the media of the three classes for “the matching of the words.” The item tested for the knowledge of vocabulary. The values are discussed as in the following:

- ▲ The learners of Eng 5th 6.7%, 6th 12.7% and 7th 24.4%, and the Tel of 5th 0.8%, 6th 11.3% and 7th 15.6% achieved zero mark out of five marks, and have shown unfamiliar in the test item. The Eng of 5th, 6th and 7th of learner have unknown abilities than Tel learners.
- ▲ The Eng classes of 5th 8.3%, 6th 1.3% and 7th 24.4%, and the Tel of 5th 3.3%, 6th 5.3% and 7th 22.8% of the learners secured one mark out of five marks and have shown feeble abilities in the item.
- ▲ Both media of learners secured two marks out of five marks. The data sources, Eng of 5th 10%, 6th 8.7% and 7th 17.2%, and the Tel of 5th 10%, 6th 13.3% and 7th 24.4% of the learners have shown poor abilities in the item.
- ▲ Both media of learners secured three marks out of five. As per data values, Eng of 5th 62.5%, 6th 50.7% and 7th 10.6%, and the Tel of 5th 11.1%, 6th 32.7% and 7th 15% of the learners have shown the standard abilities in the test. As well as, Tel of 7th learners have participated greater than Eng in test.
- ▲ The Eng of 5th 12.7%, 6th 12% and 7th 1.7%, as well as the Tel of 5th 52.5%, 6th 6.7% and 7th 4.4% of the learners secured four marks out of five marks, and

have shown excellent abilities in the test. As well as, the Tel 6th of the learners have participated more than Eng in test.

- ▲ Out of five marks five marks secured by both media. As per data sources, Eng of 5th 14.7% and 7th 24.7%, and the Tel of 5th 21.7%, 6th 30.7% and 7th 18.3% of the learners have shown the excellent abilities in the test.
- ▲ Finally, the researcher notices that the overall percent of the learners abilities have shown Tel learners better than Eng.

Fig. 4.3.11: The Medium of Frequency Percentage for Item 11: Word Association



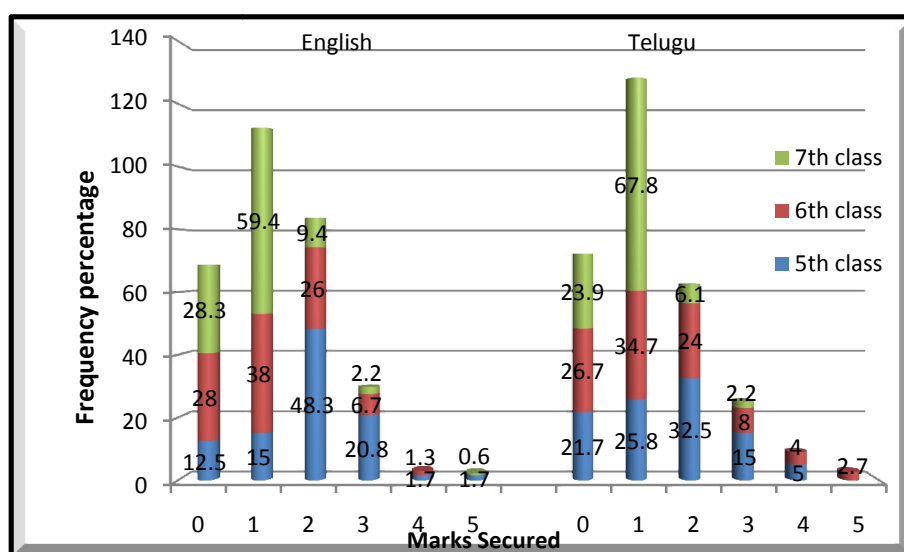
(Sources: The Field Study)

The above the graph revealed the values of the media of the three classes for the knowledge of “the word does not belong to the group.” The item was tested the vocabulary abilities. The charts the numeric values are illustrated as below:

- ▲ Both media of classes 5th 2.5% and 7th 3.9%, and the Tel of 5th 0.8% and 7th 1.7% of the leaners secured zero mark out of five marks, and have shown unfamiliar in the item test.
- ▲ Both media of learners secured one mark out of five marks. As per data, Eng medium of 5th 2.5%, 6th 0.7% and 7th 4.4%, as well as Tel of 5th 5.8% and 7th 3.3% of the learners have shown deprived abilities in the test.
- ▲ Both media of learners achieved two marks out of five marks. The data sources, Eng medium of 5th 1.7% and 7th 33.9%, as well as Tel of 6th.1.3% and 7th 15% of the learners gained two marks, and have shown deprived abilities in the test.

- Both media of learners secured three marks out of five marks. Eng of 5th 7.5%, 6th 2.7% and 7th 12.2%, and the Tel of 5th 7.5%, 6th 6.7% and 7th 18.9% of the learners obtained three marks out of five marks, and have shown standard abilities in the test.
- Both media of learners gained four marks out of five marks. The Eng medium of 5th 5.8%, 6th 46% and 7th 20.6%, and the Tel of 5th 9.2%, 6th 55.3% and 7th 33.9% of learners secured four marks, and have shown excellent abilities in the item test.
- Both media of Eng 5th 80%, 6th 50.7% and 7th 25%, and the Tel of 5th 76.7%, 6th 36.7% and 7th 27.2% of the students secured five marks out of five marks, and have shown excellent abilities in the test item.
- The researcher observes that the learners of Eng. medium 5th and 6th, and Tel of class 7th have shown best abilities in the test.

Fig. 4.3.12: The Medium of Frequency Percentage for Item 12: Tenses



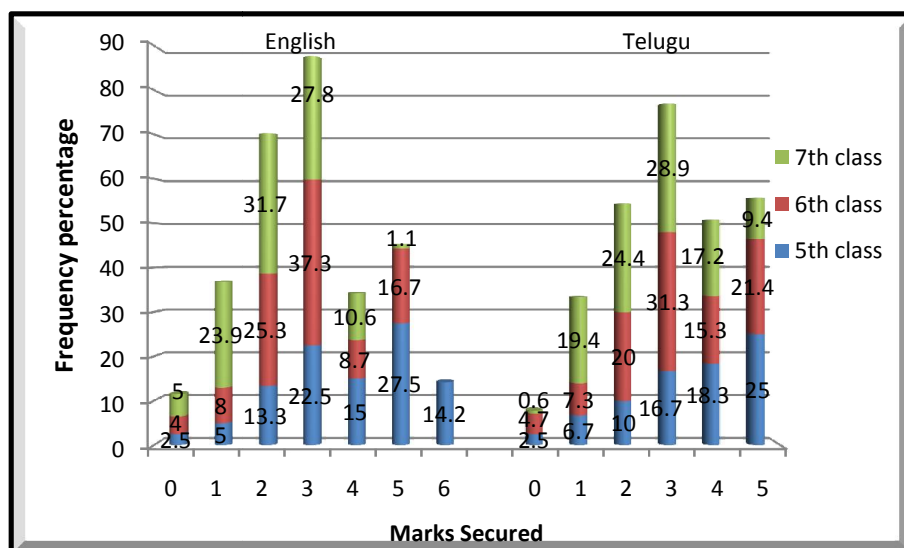
(Sources: The Field Study)

The above chart shows the values of the media for the knowledge of “write sentences into past sentences.” The item tested the grammatical knowledge of the learners. Thus, the data values are described as below:

- The learners of both media scored zero marks out of five marks. The data source, classes of Eng 5th 12.5%, 6th 28% and 7th 28.3%, and the Tel of 5th 21.7%, 6th 26.7% and 7th 23.9% of learners secured zero marks, and have shown unknown in the test.

- ▲ The Eng medium of 5th.15%, 6th.38% and 7th 59.4%, and the Tel of 5th 25.8%, 6th 34.7% and 7th 67.8% of the learners secured one mark out of five marks, and have shown feeble abilities in the test. The Eng medium learners of 5th , and Tel 6th and 7th have fallen into feeble abilities in the test.
- ▲ Eng classes of 5th 48.5%, 6th 26% and 7th 9.4%, and the Tel medium of 5th 32.5%, 6th 24% and 7th 6.1% of the learners achieved two marks out of five marks, and have shown deprived abilities in the test. The Eng medium of learners have participated greater than Tel in the test.
- ▲ Both media of learners secured three marks out of five. The item of Eng medium of 5th 20.8%, 6th 6.7% and 7th 2.2%, and the Tel medium of 5th 15%, 6th 8% and 7th 6.1% of the learners secured three marks, and have shown standard abilities in the test.
- ▲ The students of both media achieved four marks out of five marks. The Eng of 5th 1.7% and 6th 1.3%, and the Tel medium of 5th 15%, 6th 8% and 7th 2.2% of the learners have shown excellent abilities in the test.
- ▲ Five marks out of five marks secured by both media. The classes of Eng 5th 1.7% and 7th 0.6%, and Tel medium of 5th 2.7% of the learners scored five marks, and have shown outstanding abilities in the test item. The overall item of the Eng medium have shown the best in the test.
- ▲ The examiner concludes that the both media of Eng medium have shown the best abilities.

Fig. 4.3.13: The Medium of Frequency Percentage for Item 13: Missing Letters

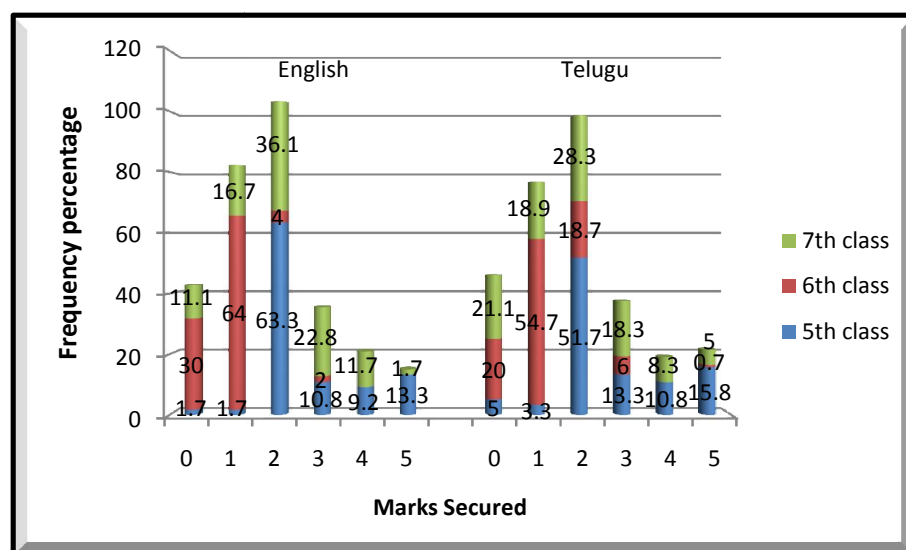


(Sources: The Field Study)

The chart values of both media for the knowledge of the “write the missing letters” and item tested the writing skills. Thus, item numerical values are illustrated as below:

- ▲ Both media of learners achieved zero marks out of six marks. The Eng medium of 5th 2.5%, 6th 4% and 7th 5%, and the Tel medium of 5th 2.5%, 6th 4.7% and 7th 0.6% of learners have scored zero marks, and have shown unfamiliar in the test item.
- ▲ The Eng medium of 5th 5%, 6th 8% and 7th 23.9%, and the Tel medium of 5th 6.7%, 6th 7.3% and 7th 19.4% of the learners have scored one mark out of six marks, and have shown feeble abilities in the item test.
- ▲ Both media of learner gained two marks out of six marks. The Eng medium of 5th 13.3%, 6th 25.3% and 7th 31.7%, and the Tel medium of 5th 10%, 6th 20% and 7th 24.4% of the learners have shown the poor abilities in the test.
- ▲ The learners awarded three marks out of six marks. The Eng in classes of 5th 22.5%, 6th 37.3% and 7th 27.8%, and Tel medium of 5th 16.7%, 6th 31.3% and 7th 28.9% of the learners have shown the standard abilities in the item.
- ▲ Out of six marks four marks secured by both media. As per the data, Eng of 5th 15%, 6th 6.7% and 7th 10.6%, and the Tel of 5th 18.3%, 6th 15.3% and 7th 17.2% of the learner awarded four marks, and have shown excellent abilities in the test item. Tel medium of learners have shown well in test greater than Eng.
- ▲ The both medium learners secured five marks out of six marks. The data values, classes of Eng 5th 27.5%, 6th 16.7% and 7th 1.1%, and the Tel 5th 25%, 6th 21.4% and 7th 9.4% of the learners secured five marks, have shown outstanding abilities in the test. Tel medium of 6th and 7th of learners have shown best in the test greater than Eng.
- ▲ The Eng medium of class 5th 14.2% secured six marks out of six marks and have shown the wonderful abilities in the test item.
- ▲ The researcher concludes that the classes of 7th and 6th Tel medium, and 5th of Eng have shown good performance in the test.

Fig. 4.3.14: The Medium of Frequency Percentage for Item 14: Jumbled Letters



(Sources: The Field Study)

The above graph displays the numerical values of the medium of three classes for the knowledge of “jumbled the words, write into meaningful words.” The item tested the knowledge on writing skill of the learners. The values are explained as in the following:

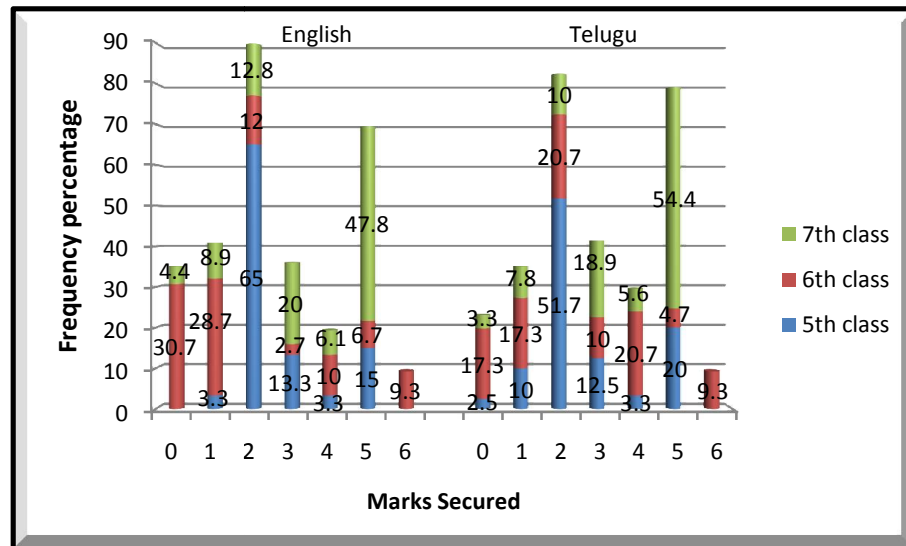
- ▲ Both media of learners secured zero marks out of five marks. The data results, Eng medium of 5th 1.7%, 6th 30% and 7th 11.1%, as well as Tel medium of 5th 5%, 6th 20% and 7th 21.1% secured zero marks, and have shown unfamiliar in the test item.
- ▲ The Eng of 5th 1.7%, 6th 64% and 7th 16.7%, and the Tel of 5th 3.3%, 6th 54.7% and 7th 18.9% of the learners awarded one mark out of five marks, and have shown feeble abilities in the item test.
- ▲ The learners of both media gained three marks out of five marks. The graph results, Eng medium of 5th 63.3%, 6th 4% and 7th 36.1%, as well as Tel of 5th 51.7%, 6th 18.7% and 7th 28.3% of the learners secured three marks, and have shown standard abilities in the test item.
- ▲ Both media of learners secured four marks out of five marks. The data values of Eng 5th 9.2% and 7th 11.7%, as well as the Tel 5th 10.8% and 7th 8.3% of the learners have shown excellent abilities in the test item. The class 6th of both media have not involved in the test item.
- ▲ Five marks out of five marks achieved by both media. As per data of Eng medium of 5th 13.3% and 7th 1.7%, as well as the Tel 5th 15.8%, 6th 0.7% and

7th 5% of the learners have shown outstanding abilities in the test item. The class 6th of Eng has not fallen into the test item.

- ▲ The examiner concludes that the Tel medium of 5th, and 7th of Eng has shown good abilities in the test item more than Eng.

Fig. 4.3.15: The Medium of Frequency Percentage for Item 15:

Match the Words with Opposite Words



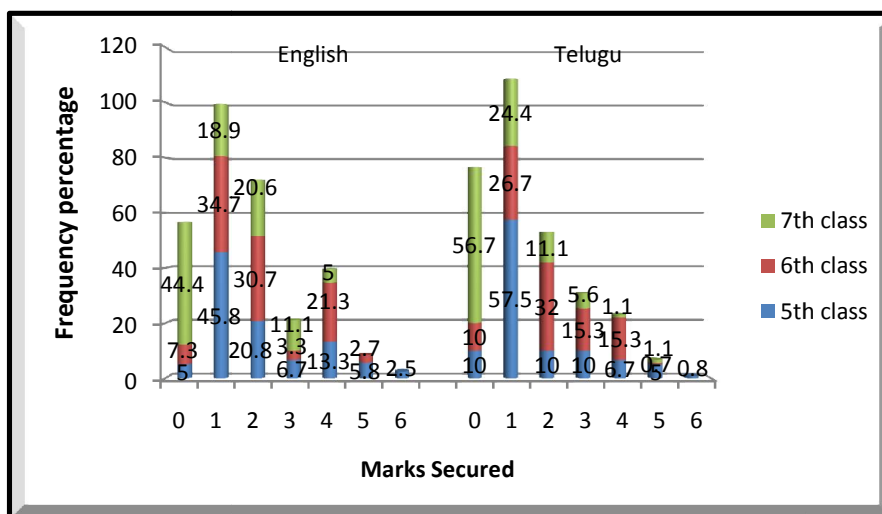
(Sources: The Field Study)

The chart shows the results of the media of the three classes for the “match the word with opposite words.” The item tested the knowledge of vocabulary skills of the learners. The data values are illustrated as below:

- ▲ Both media of learners secured zero marks out of six marks. The data sources, of Eng 6th 30.7% and 7th 4.4%, as well as Tel 5th 2.5%, 6th 17.3% and 7th 3.3% of the learners have shown the unknown in the test item.
- ▲ The learners achieved one mark out of six marks. The data of Eng medium 5th 3.3%, 6th 28.7% and 7th 8.9%, as well as Tel 5th 10%, 6th 17.3% and 7th 7.8% of the learners have shown the feeble abilities in the test item. The class Eng 6th of learners have participated more than Tel.
- ▲ The learners secured two marks out of six marks. The data provides of Eng 5th 65%, 6th 12% and 7th 12.8%, as well as, 5th 51.7%, 6th 20.7% and 7th 10% of Tel of the learners have shown poor abilities in the test item. The class of both media of 5th learners has participated more in the test.

- ▲ The learners gained three marks out of six marks. The Eng medium of 5th 13.3%, 6th 2.7% and 7th 20%, thus, Tel medium of 5th 12.5%, 6th 10% and 7th 18.9% of the learners secured three marks, and have shown standard abilities in the test item. Thus, Eng 7th of learners have shown best in the test.
- ▲ The learners of both media secured four marks out of six marks. The Eng of 5th 3.3%, 6th 10% and 7th 6.1%, thus, Tel of 5th 3.3%, 6th 20.7% and 7th 5.6% of the learners secured four marks, and have shown excellent abilities in the test item. Thus, the Tel 6th of learners have shown best in the test.
- ▲ The classes Eng of 5th 15%, 6th 6.7% and 7th 47.8%, as well as Tel of 5th 20%, 6th 4.7% and 7th 54.4% of the learners secured five marks out of six marks, and have shown outstanding abilities in the test item. The learners of Tel 6th and 7th have shown good performance in the test.
- ▲ Both media classes of 6th 9.3% of learners scored six marks, and have shown the wonderful abilities in the item.
- ▲ The researcher observes that the classes of 5th and 7th of Tel, and 6th of Eng learners have shown the best performance in the test.

Fig. 4.3.16: The Medium of Frequency Percentage for Item 16: Abbreviations



(Sources: The Field Study)

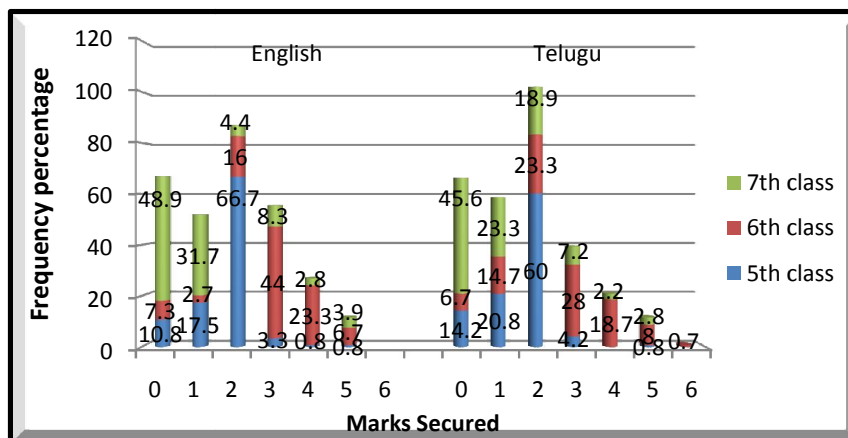
The above chart reveals the values of three classes of the media for knowledge on the “abbreviation.” The item tested the writing skills as well as vocabulary abilities of the learners. The data values are explained as in the following:

- ▲ The learners of both media secured zero marks out of six marks. The Eng of 5th 5%, 6th 7.3% and 7th 44.4%, thus, the Tel of 5th 10%, 6th 10% and 7th 56.7%

of the learners secured zero marks, and have shown the unknown in the test item. The both media of Tel has shown unfamiliar in the test item.

- ▲ Eng medium of 5th 45.8%, 6th 34.7% and 7th 18.9%, as well as Tel medium of 5th 57.5%, 6th 26.7% and 7th 24.4% of the learners secured one mark out of six marks, and have shown feeble abilities in the test item.
- ▲ The learners of both media secured two marks out of six marks. The Eng medium of 5th 20.8%, 6th 30.7% and 7th 20.6%, thus, the Tel medium of 5th 10%, 6th 32% and 7th 11.1% of the learners secured two marks, and have shown feeble abilities in the test item.
- ▲ The both media of Eng 5th 6.7%, 6th 3.3% and 7th 11.1%, as well as Tel of 5th 10%, 6th 15.3% and 7th 5.6% of the learners secured three marks out of six marks, and have shown standard abilities in the test item.
- ▲ The learners achieved four marks out of six marks. As per data results, classes of Eng 5th 13.3%, 6th 21.3% and 7th 5%, as well as Tel of 5th 6.7%, 6th 15.3% and 7th 1.1% of the learners have shown excellent abilities in the test. The medium of Eng has shown better performance.
- ▲ The learners of both media secured five marks out of six marks. The data sources, of Eng 5th 5.8%, and 6th 2.7%, as well as, Tel of 5th 5%, 6th 0.7% and 7th 1.1% of the students have shown bright abilities in the test item. The class of Eng has more contributed for the item.
- ▲ Six marks out of six marks secured by the classes 5th of Eng 2.5% and Tel 0.8% of the learners have shown wonderful abilities in the both media.
- ▲ The investigator observes that both medium has shown poor performance.

Fig. 4.3.17: The Medium of Frequency Percentage for Item 17: Cloze Test

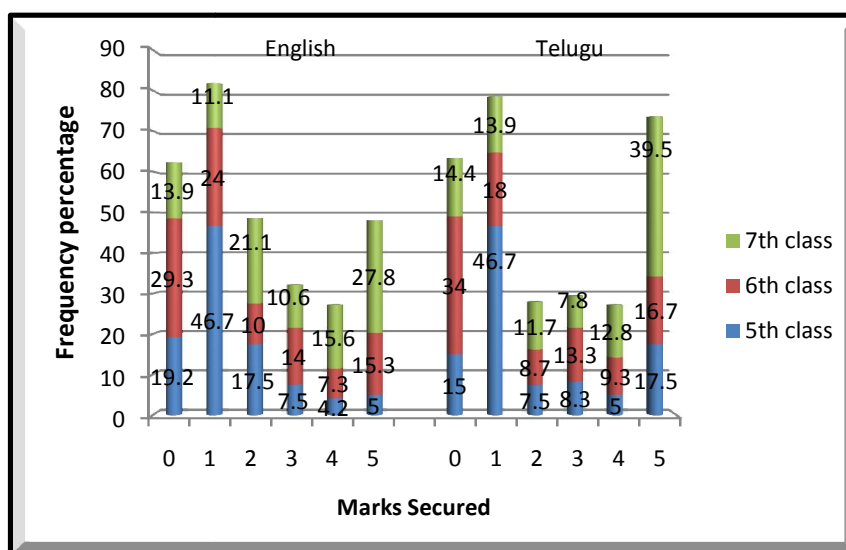


(Sources: The Field Study)

The chart shows the values of the medium of three classes of knowledge on the “Cloze test.” The item tested for grammatical skills of the learners. The values are discussed as in the following:

- ▲ The learners of both media secured zero marks out of five marks. As per graph values, Eng medium of 5th 10.8%, 6th 7.3% and 7th 48.9%, thus, the Tel medium of 7th 45.6%, 6th 6.7% and 5th 14.2% of the learners secured zero marks, and have shown unfamiliar in the test item.
- ▲ The learners secured one mark out of five marks. The graph values, Eng medium of 5th 17.5%, 6th 7.3% and 7th 31.7%, as well as, Tel of 5th 20.8%, 6th 14.7% and 7th 23.3% of the learners secured one mark, and have shown feeble abilities in the test item.
- ▲ Two marks secured out of five marks. The learners of Eng and Tel of 5th 66.7%, 60%, 6th 16%, 23.3% and 7th 4.4%, 18.9% with their respectively. The learners secured two marks have shown deprived abilities in the test.
- ▲ The learners awarded three marks, out of five marks. As per data values, classes of 5th 3.3%, 4.2%, 6th 44%, 28%, and 7th 8.3%, 7.2% of Eng and Tel with respective values have shown the standard abilities in the test. The class 6th of both media have shown better in the test item.
- ▲ Four marks out of six marks achieved by the class of Eng medium and Tel medium of 5th 0.8%, nil, 6th 23.3%, 18.7% and 7th 2.8%, 2.2% of the learners secured four marks and have shown good abilities in the test.
- ▲ As per data analysis of Eng medium and Tel medium of 5th 0.8%, 0.8%, 6th 6.7%, 8% and 7th 2.8%, 2.8% of the learners awarded five marks, and have shown the outstanding skills in the test.
- ▲ Six marks out of six marks secured by the class of 6th Eng nil and Tel 0.7%, have shown the wonderful abilities in the test.
- ▲ The researcher reveals that the Tel medium of three classes have shown good abilities in the item.

Fig. 4.3.18: The Medium of Frequency Percentage for Item 18: Word Chain



(Sources: The Field Study)

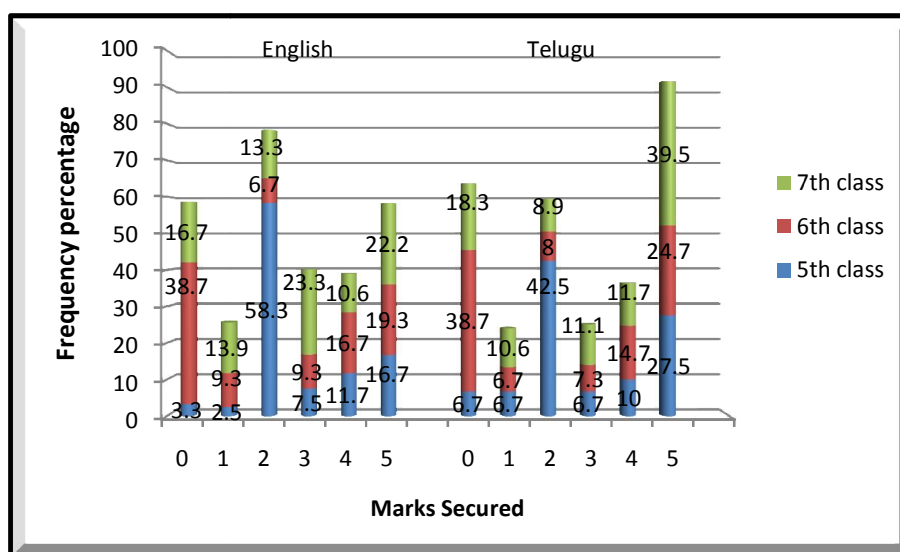
The graph displays the values of the media of three classes of knowledge on the “word chain”. The item tested the writing skill of the learners. The numerical values are explained as below:

- ▲ The both media of classes 5th 19.2%, 6th 29.3% and 7th 13.9% of Eng, as well as 5th 15%, 6th 34% and 7th 14.4% of Tel learners scored zero marks out of five marks, and have shown unfamiliar abilities in the test.
- ▲ Eng medium of 5th 46.7%, 6th 24% and 7th 11.1%, thus, Tel medium of 5th 46.7%, 6th 18% and 7th 13.9% of the learners awarded one mark out of five marks, and have shown the feeble abilities in the test. The class 6th of Eng and Tel 5th and 7th of learners have contributed more for test.
- ▲ The learners achieved two marks out of five marks. As per values, the Eng and Tel of 5th 17.5%, 7.5%, 6th 10%, 8.7% and 7th 21.1%, 11.7% with respectively of the learners scored two marks have shown the poor abilities in the test.
- ▲ The learners achieved three marks out of five marks. The Eng and Tel media of 5th 7.5%, 8.3%, 6th 14%, 13.3% and 7th 10.6%, 7.8% with respectively of the learners achieved three marks have shown the standard abilities in the test.
- ▲ Four marks out of five marks secured by both medium. The data sources, Eng of 5th 4.2%, 6th 7.3% and 7th 15.6%, as well as the Tel 5th 5%, 6th 9.3% and 7th 12.8% of the learners have shown excellent skills in the test.

- ▲ Out of five marks five awarded by classes of Eng and Tel of 5th 5%, 17.5%, 6th 15.3% 16.7% and 7th 27.8%, 39.5% with respective of the learners have shown the outstanding abilities in the test item.
- ▲ The researcher observers that the overall Tel medium learners have good abilities in the test.

Fig. 4.3.19: The Medium of Frequency Percentage for Item 19:

Alphabetical Order



(Sources: The Field Study)

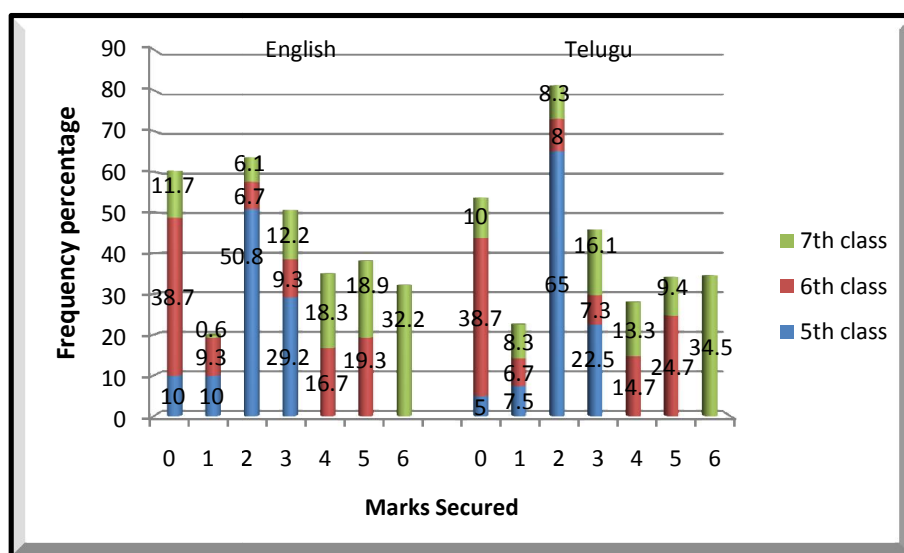
The chart reveals the values of three classes of the medium for “the arrange sets of words in the alphabetical order.” The item tested the vocabulary of the learners. Thus, the values are discussed as below:

- ▲ The learners scored zero marks out of five marks. As per data sources, classes of 5th 3.3%, 6th 38.7% and 7th 16.7% of Eng, as well as 5th 6.7%, 6th 38.7% and 7th 18.3% of Tel learners secured zero marks and have shown unfamiliar in the test item. Class 6th of both media has participated in the item.
- ▲ Out of five marks one mark secured by both media. The class of Eng and Tel of 5th 2.5%, 6.7%, 6th 9.3%, 6.7% and 7th 13.9%, 10.6% with repective values of learners secured one mark and have shown feeble abilities in the test.
- ▲ The learners secured two marks out of five marks. The Eng and Tel of classes 5th 58.3%, 42.5%, 6th 6.7%, 8% and 7th 13.3%, 8.9% with respective values of learners have shown the deprived abilities in the test. The class 5th of both media has involved more in the item.

- ▲ The learners scored three marks out of five marks. The data values, Eng 5th 7.5%, 6th 9.3% and 7th 23.3%, thus, the Tel of 5th 6.7%, 6th 7.3% and 7th 11.1% of learners have shown standard abilities in the test. The class 7th of Eng medium learners participated in the test.
- ▲ Four marks out of five marks secured by both media. As per data values, Eng of 5th 11.7%, 6th 16.7% and 7th 10.6%, as well as the Tel 5th 10%, 6th 14.7% and 7th 11.7% of learners secured four marks have shown the excellent abilities in the test.
- ▲ The learners achieved five marks out of five marks. The data sources, classes of 5th 16.7%, 6th 19.3%, 7th 22.2% of Eng, as well as 5th 27.5%, 6th 24.7% and 7th 39.5% of the learners secured five marks have shown the outstanding abilities in the test.
- ▲ The investigator finds that the Tel medium learners have shown good performance rather than Eng students.

Fig. 4.3.20: The Medium of Frequency Percentage for Item 20:

Semantic Mapping

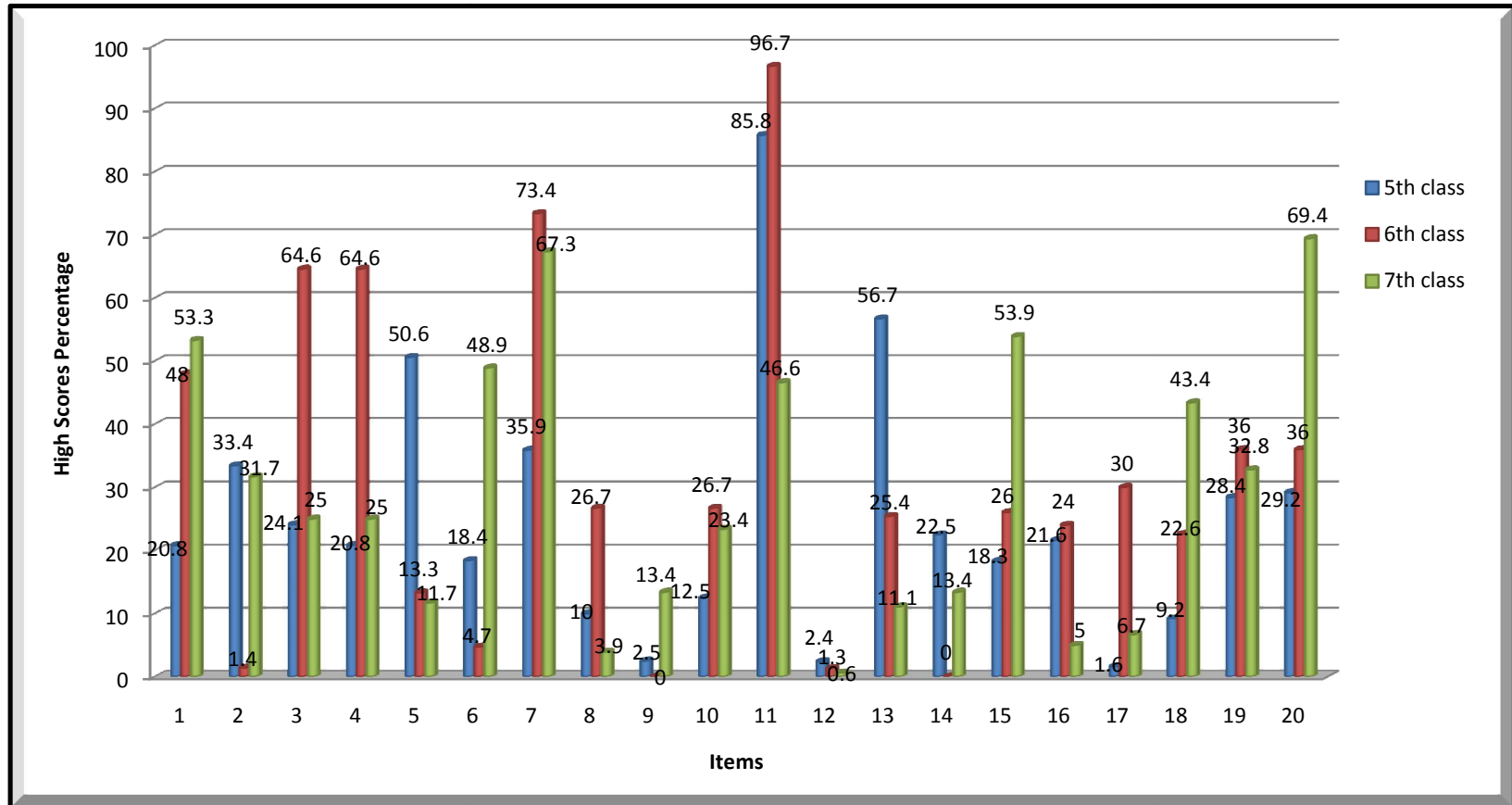


(Sources: The Field Study)

The chart shows the values of three classes of medium for the “semantic mapping.” The item tested the writing skill of the learners. The graph values are analysed as below:

- ▲ The learners of both media scored zero marks out of six marks. The classes 5th 10%, 5%, 6th 38.7%, 38.7%, and 7th 11.7%, 10% of Eng and Tel media marks secured three marks have shown the unknown in the test item.
- ▲ The learners of both media secured one mark out of six marks. The numeric values, classes Eng and Tel of 5th 10%, 7.5%, 6th 9.3%, 6.7% and 7th 0.6%, 8.3% with respective values of learners have shown feeble abilities in the test.
- ▲ The learners of both media of Eng and Tel of 5th 50.8%, 65%, 6th 6.7%, 8% and 7th 6.1%, 8.3% with respective values secured two marks out of six marks, and have shown the deprived abilities in the test item.
- ▲ Both media of learners secured three marks out of six. The classes Eng of 5th 29.2%, 6th 9.3%, 7th 12.2% and Tel of 5th 22.5%, 6th 7.3% and 7th 16.1% with respective values secured three marks, and have shown standard abilities in the test.
- ▲ Out of six four marks scored by the classes of Eng and Tel medium of 6th 16.7%, 14.7% and 7th 18.3%, 13.3% with respective values secured four marks, and have shown the excellent abilities in the test.
- ▲ The learners of both media secured five marks out of six marks. As per data, classes of 6th 19.3%, 7th 18.9% of Eng, as well as 6th 24.7% and 7th 9.4% of Tel learners have shown outstanding abilities in the test. The class 6th of Eng and Tel learners have involved more participated.
- ▲ Six marks out of six marks secured by class 7th 32.2%, 34.5% of both media learners have shown the wonderful abilities in the test.
- ▲ Finally, the examiner observes that the Tel medium learners have shown the best abilities in the test item.

Fig. 4.3.21: The English Medium Students' of Items High Scores for Three Classes



(Sources: The Field Study)

The above graph displays the results of English medium students' items high scores for the three classes. The items and high scores percentages (four and above four marks secured, in item five two marks, and item twentieth three marks for class 5th considered as high scores) of the graph values are described as in the following:

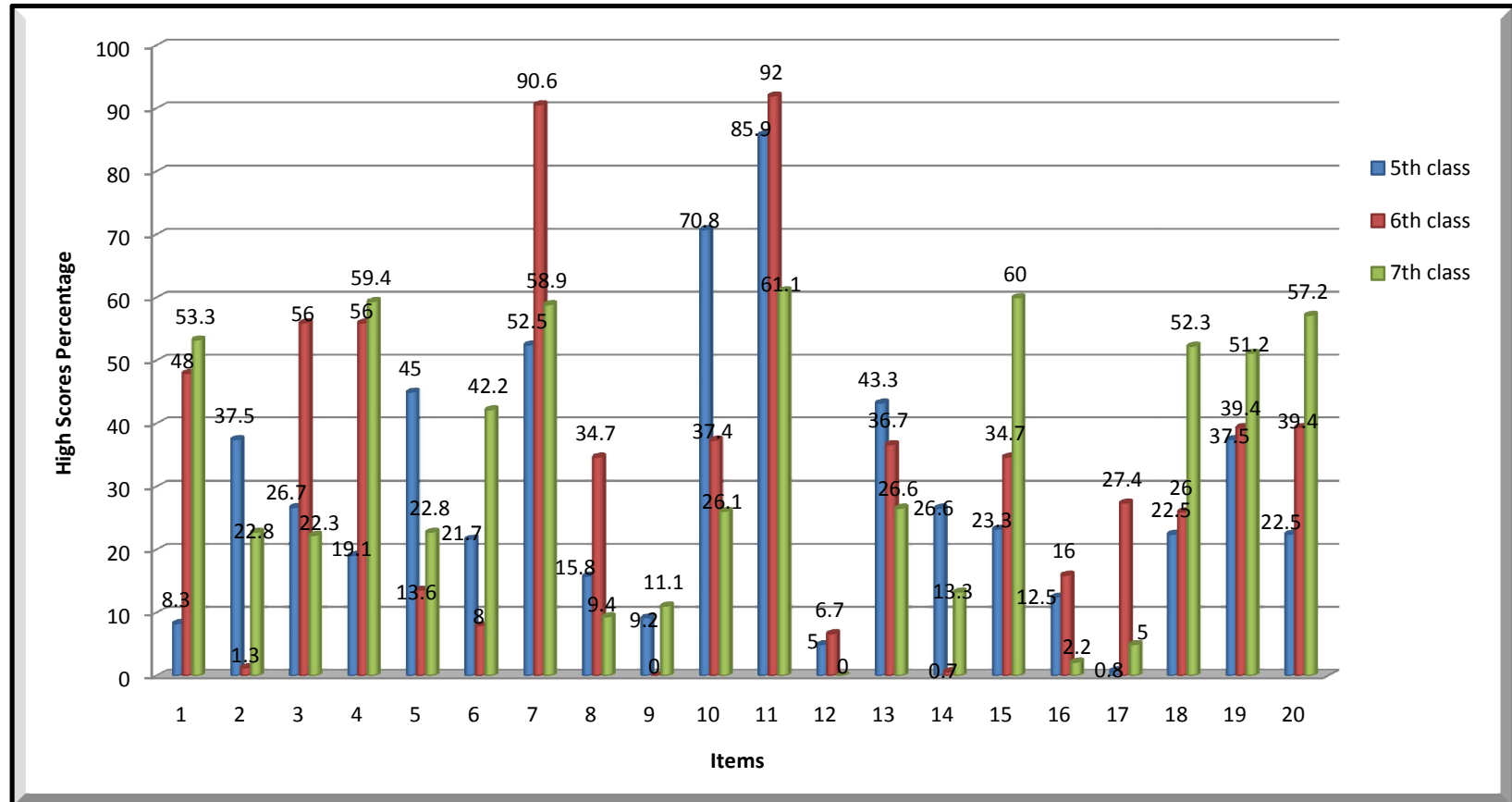
The class 5th of English medium students' items high scores achieved and have shown the best abilities in the item of two, five, twelve, thirteen and fourteen. Whole twenty items, five items have performed well in the three classes. As the results, the item of nine, twelve, seventeen and eighteen have secured less than three percentage. The item of the highest score is 85.8 percent secured in associate words of item eleven. Accordingly, the item of the lowest score is 1.6 percent in cloze test of item seventeen.

The class 6th of English medium students' items high scores secured and have shown in the item three, four, seven, eight, ten, eleven, sixteen, seventeen and nineteen. Out of twenty items, only nine items led the best scores in the three classes. The items of two, six, nine, twelve and fourteen have secured lower than five percent. Thus, the class 6th of English medium students' items of the highest score is 96.7 percent in odd one out of item eleven. The lowest score is zero secured in jumbled letters of item fourteen.

The English medium students' class 7th of items high scores secured in the item of one, six, nine, fifteen, eighteen and twenty. Entirely twenty items, six items have shown the best abilities in the three classes. Thus, the items of eight, nine, twelve, sixteen and seventeen have secured less than four percent. It indicates that the items are shown the nominal performance. As well as, the items of the highest score is 85.8 percent in odd one out of item eleven. The lowest item score is 0.6 percent in write sentence into past simple tenses of item twelve.

Finally, English medium students' high scores of class 6th have shown the best abilities in the items. Both classes of 5th and 7th secured high scores items are five and six, and have shown both the same abilities in the item.

Fig. 4.3.22: The Telugu Medium Students' of Items High Scores for Three Classes



(Sources: The Field Study)

The above graph displays the results of Tel medium students' items of high scores for the three classes. The items and high scores percentage (four and above four marks secured, in item five two marks, and item twentieth three marks for class 5th considered as high scores) of the graph values are described as in the following:

The class 5th of Tel medium students' items high scores have shown the best abilities in item two, five, ten, thirteen and fourteen. Out of twenty items, five items have performed well in the three classes. As results, the items of one, nine, and twelve have secured below ten percent in the items. The Tel medium learners' item of the highest score is 85.9 percent in odd one out of item eleven. This item tested the vocabulary of learners. And the lowest score is 0.8 percent in comprehension of item seventeen.

The class 6th of Tel medium students' items high scores secured in the item of three, seven, eight, eleven, twelve, sixteen and seventeen. Out of twenty items, seven items led the best scores in the three classes. The items of two, six, nine, twelve and fourteen have secured lower than eight percent. The item of nine has shown the zero percentage. Thus, class 6th of Tel medium students' item of the highest score is 92 percent in the odd one out of item eleven. And the lowest score is zero percent rearrange the words in sentences of item nine.

The Tel medium students' class 7th of items high scores secured in the item of one, four, six, nine, fifteen, eighteen, nineteen and twenty. Out of twenty items, eight items have shown the best abilities in the three classes. Thus, the items of eight, nine, twelve, sixteen and seventeen have secured less than five percent. As well as, the item of the highest score is 61.1 percent in the odd one out of item eleven. The item of the lowest score is zero percent in write sentence into past simple tenses of item twelve.

Finally, Tel medium students' items of high scores of class 7th have shown the best abilities in eight items. Both classes of 6th and 7th items high scores are five and seven.

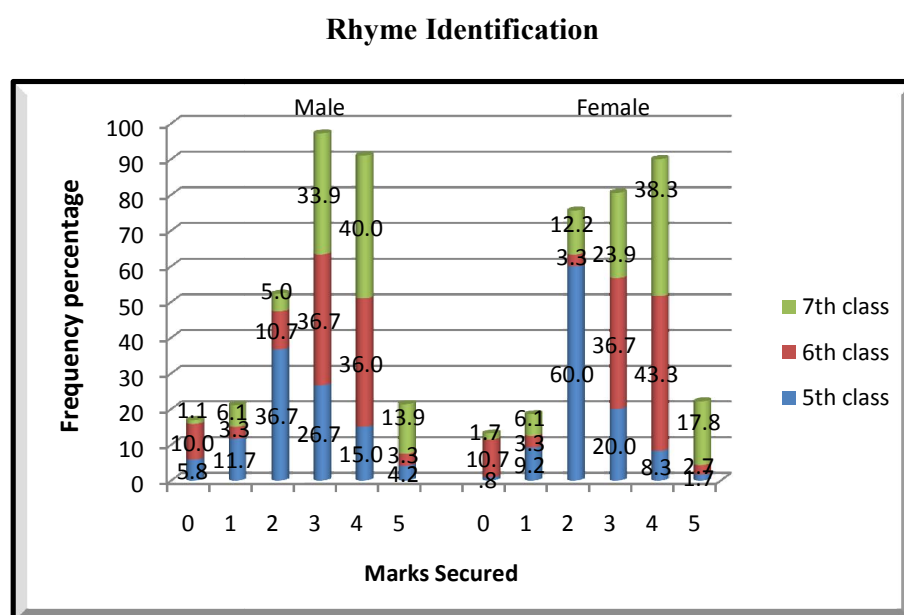
4.4 Gender Wise: Data Analysis and Results

The research led to purpose and the objective, the aims of the study, analyse and findings of M and F students learning abilities. This study is a statistical comparative analysis and findings the learners' abilities between the genders of three classes. The first show set of bars the effect of M learners and second shows set of bars of F

learners of three classes. The statistical values are shown in one bar with multiple colours, and each colour represents one class (i.e., blue for 5th, pink for 6th, and green for 7th classes) for one subset of the item. The data results found in frequency percentage on top of the each colour with secured marks by the students.

In the chart on the X-axis have marks secured by students and on the Y-axis student's frequency percentage are shown.

Fig. 4.4.1: The Gender of Frequency Percentage for Item 01:



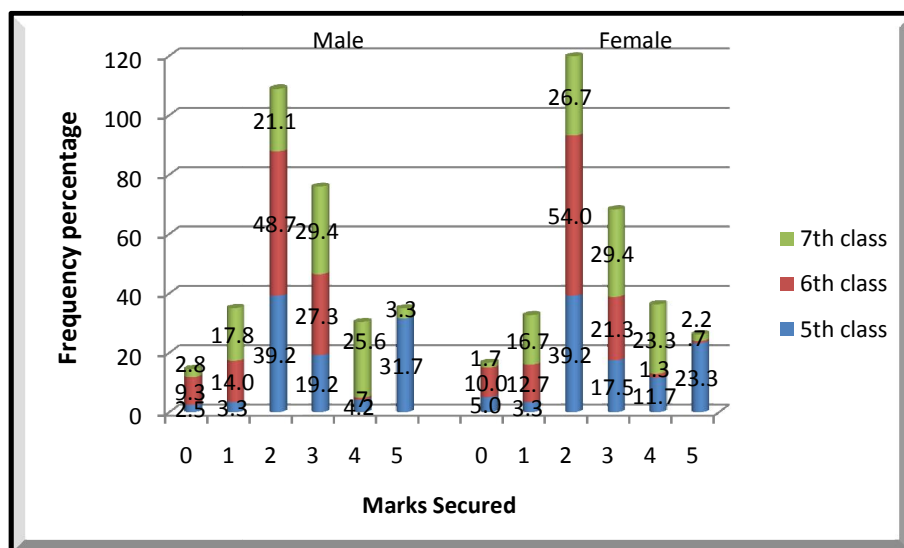
(Sources: The Field Study)

The above displays the values of three classes of the M and F knowledge on the “rhyme identification.” The item tested the reading skills of the learners. Thus, the data values are explained as below:

- ✓ The learners of M and F achieved zero marks out of five marks. The M and F of classes 5th 5.8%, 0.8%, 6th 10%, 10.7% and 7th 1.1%, 1.7% with respective values secured zero marks, and have shown unfamiliar in the test item. The class 5th of M learners has participated more than the F in the test.
- ✓ The learners of M and F secured one mark out of five marks. The M of classes 5th 11.7%, 6th 3.3% and 7th 6.1%, as well as the F of 5th 9.2%, 6th 3.3% and 7th 6.1% of the learners secured one mark, and have shown feeble abilities in the test. The M class of 5th students has participated greater than F.

- ✓ The M learners of classes 5th 36.7%, 6th 10.7% and 7th 5%, as well as the F classes 5th 60%, 6th 3.3% and 7th 12.2% of learners achieved two marks out of five marks, and have shown deprived abilities in the test item.
- ✓ The M and F of students gained three marks out of five marks. The classes 5th 26.7%, 6th 36.7% and 7th 33.9% of M, thus, 5th 20%, 6th 36.7% and 7th 23.9% of F learners have shown average abilities in the test item. The learners of M classes 5th and 7th have participated greater than F in the test item.
- ✓ The learners of M and F scored four marks out of five marks. As per data, M and F of classes 5th 15%, 8.3%, 6th 36% and 43.3%, as well as 7th 40%, 38.3% secured four marks have shown good abilities in the test item. The class 5th and 7th of M students have involved more in the test item.
- ✓ The learners of M and F secured five marks out of five marks. The classes of M and F in 5th 4.2%, 1.7%, 6th 3.3%, 2.7% and 7th 13.9%, 17.8% with respective values of the learners secured three marks, and have shown the outstanding abilities in the test item.
- ✓ The researcher observes that the item of classes 6th and 7th of F of learners have shown good performance rather than the M.

Fig. 4.4.2: The Gender of Frequency Percentage for Item 02: Rhyme Production



(Sources: The Field Study)

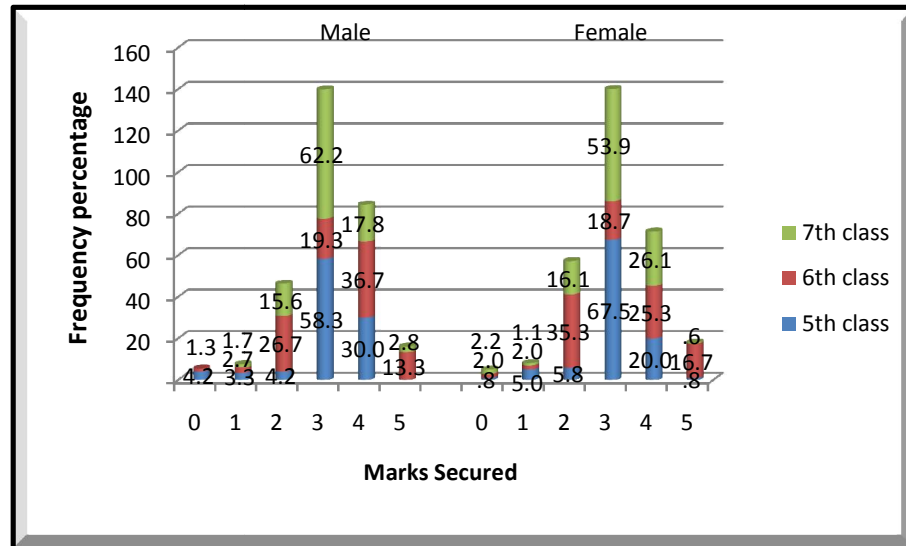
The above graph shows the values of three classes of M and F of the “find out the similar rhyming word.” The item tested the writing skills of the learners. The chart values are analysed as below:

- ✓ The students of M and F awarded five marks out of five marks. The M and F of 5th 31.7%, 23.3%, 6th 0%, 7% and 7th 3.3%, 2.2% with respective values of learners secured five marks, and have shown outstanding abilities in the item. The class of 5th of M learners has shown well in test item.
- ✓ The classes of 5th 4.2%, 6th 0.7% and 7th 25.6% of M, as well as the classes of 5th 11.7%, 6th 1.3% and 7th 23.3% of F learners secured four marks out of five marks, and have shown excellent abilities in test item. And classes of 5th and 6th of M and class 7th of F learners have shown the best in the item.
- ✓ The M and F of learners secured three marks out of five. As per data source, M and F classes of 5th 19.2%, 17.5%, 6th 27.3%, 21.3% and 7th 29.4%, 29.4% with respective values secured three marks, and have shown standard abilities in the test item.
- ✓ The learners of M and F scored two marks out of five marks. The graph values, classes 5th 39.2%, 6th 48.7% and 7th 21.1% of M, thus, the classes 5th 39.2%, 6th 54% and 7th 26.7% of F learners secured two marks, and have shown poor abilities in test item. The classes of 6th and 7th of F learners have participated in test item.
- ✓ The M and F of students secured one mark out of five marks. The M learners of classes 5th 3.3%, 6th 14% and 7th 17.8%, as well as the F students of 5th 3.3%, 6th 12.7% and 7th 16.7% secured one mark, and have shown feeble abilities in the test item.
- ✓ The learners of M and F scored zero marks out of five marks. The classes of M and F 5th 2.5%, 5%, 6th 9.3%, 10% and 7th 2.8%, 1.7% with respective values secured zero marks and have shown unfamiliar in the test item.
- ✓ The investigator concludes that the classes of 5th and 7th of M students, hence, 6th of F learners have shown good abilities in the test.

Fig. 4.4.3: The Gender of Frequency Percentages for Item 03:

Pronunciation Letter

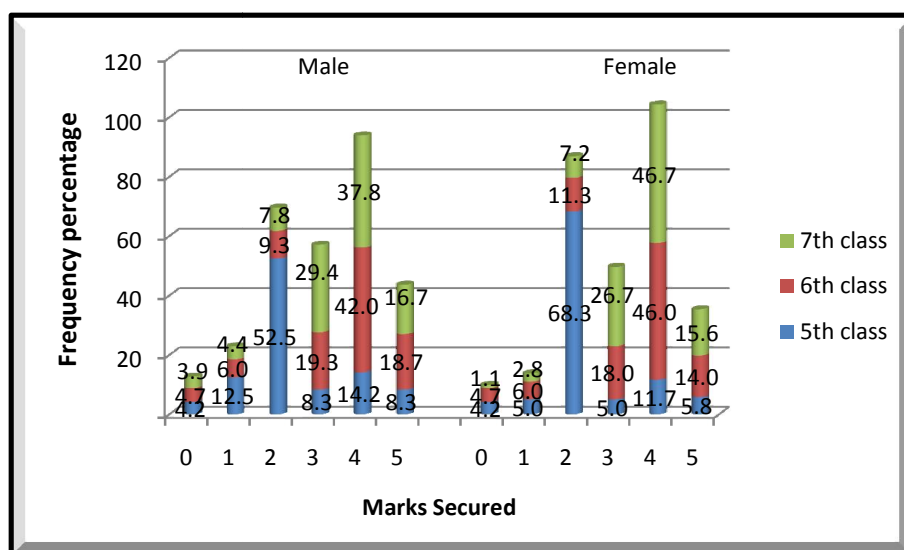
The chart displays the values of the M and F knowledge on the “the pronunciation of the letter.” The item tested the listening and speaking skills of the learners. The data values are analysed as below:



(Sources: The Field Study)

- ✓ The learners of M classes 5th 4.2% and 6th 1.3%, as well as, classes of F 5th 0.8%, 6th 2% and 7th 2.2% secured zero marks out of five marks, and have shown unknown in the item.
- ✓ The learners of M and F scored one mark out of five marks. As per the data, M classes of 5th 3.3%, 6th 2.7% and 7th 1.7%, as well as the F of 5th 5%, 6th 2% and 7th 1.1% of the learners have shown very poor abilities in the test item.
- ✓ As per data sources, classes 5th 4.2%, 6th 26.7% and 7th 15.6% of M, thus, the classes of 5th 5.8%, 6th 35.3% and 7th 16.1% of F of learners secured two marks out of five marks, and have shown poor abilities in the item.
- ✓ The students of M classes 5th 58.3%, 6th 19.3% and 7th 62.2%, and so, the F learners of 5th 67.5%, 6th 18.7% and 7th 53.9% secured three marks out of five marks, and have shown standard abilities in the test item.
- ✓ The learners of M of classes 5th 30%, 6th 36.7% and 7th 17.8%, and so, the F of classes 5th 20%, 6th 25.3% and 7th 26.1% secured four marks out of five marks, and have shown excellent abilities in the test item.
- ✓ The M learner of 6th 13.3% and 7th 2.8%, as well as the F of 5th 0.8%, 6th 16.7%, and 7th 0.6% secured five marks out of five marks, and have shown outstanding abilities in test item.
- ✓ The researcher observes that the classes of M and F have shown average performance in the test item.

Fig. 4.4.4: The Gender of Frequency Percentage for Item 04: Silent Letters



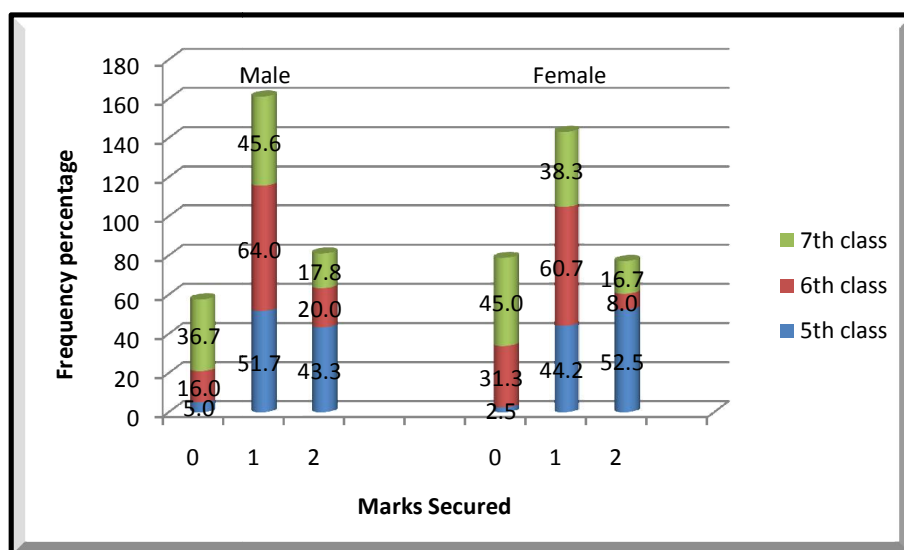
(Sources: The Field Study)

The above displays the values of three classes of the M and F for “underline the silent letters.” The item tested the speaking skills of the learners. The data values are analysed as below:

- ✓ The M and F of learners secured zero marks out of five marks. The data values, M of classes in 5th 4.2%, 6th 4.7% and 7th 3.9%, and so, the F of classes 5th 4.2%, 6th 4.7% and 7th 1.1% secured zero marks, and have shown unfamiliar in the test item.
- ✓ The M and F learners of 5th 12.5%, 5%, 6th 6%, 6% and 7th 4.4%, 2.8% with respective values secured one mark out of five marks, and have shown feeble abilities in test item. The class 5th of M has involved in the feeble skill.
- ✓ The learners of M and F secured two marks out of five marks. Classes M of 5th 25.5%, 6th 9.3% and 7th 7.8%, as well as the F of 5th 68.3%, 6th 11.3% and 7th 7.2% of the learners have shown the deprived abilities in the item. The M and F of 5th class have involved more than other classes in the test.
- ✓ The learners of M and F scored three marks out of five marks. The M learners of 5th 8.3%, 6th 19.3% and 7th 29.4%, as well as the F learner of 5th 5%, 6th 18% and 7th 26.7% have shown standard abilities in test.
- ✓ The learners M and F achieved four marks out of five marks. The classes of M 5th 14.2%, 6th 42% and 7th 37.8%, and so, the F of 5th 11.7%, 6th 46% and 7th 46.7% of the learners have shown excellent abilities in test item.

- ✓ The students of M and F gained five marks out of five marks. The learners of M of 5th 8.3%, 6th 18.7% and 7th 16.7%, as well as, the F classes of 5th 5.8%, 6th 14% and 7th 15.6% have shown wonderful abilities in test item.
- ✓ The researcher explains that the F learners have shown good skills in the item.

Fig. 4.4.5: The Gender of Frequency Percentage for Item 05: Multiple Choices



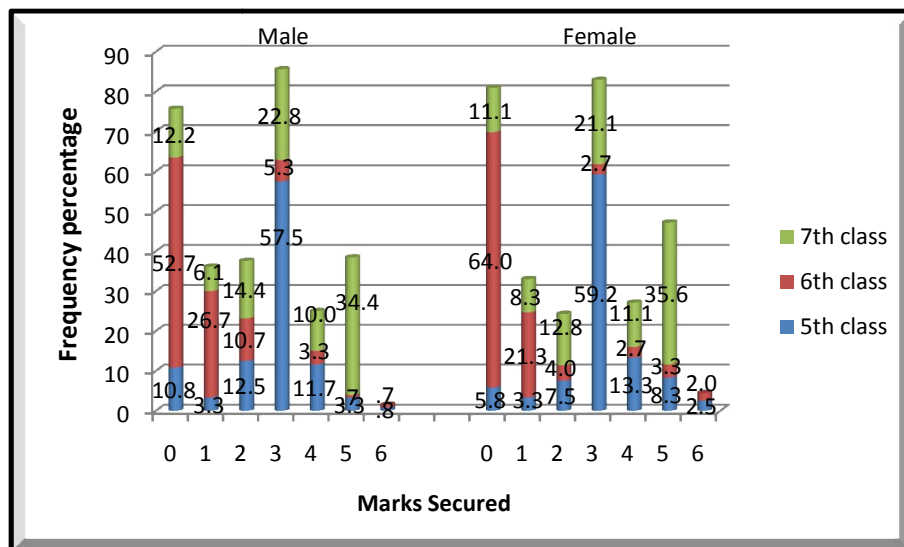
(Sources: The Field Study)

The above chart shows the numerical values of the M and F for “multiple choices.” The item tested the content vocabulary abilities of the learners. Thus, data values are analysed as below:

- ✓ The learners of M and F secured zero mark out of two marks. The classes of M and F of 5th 5%, 2.5%, 6th 16%, 31.3% and 7th 36.7%, 45% with respective values secured zero marks out of two marks, and have shown unfamiliar in the test item.
- ✓ The learners of M and F achieved one mark out two marks. The learners of classes of M 5th 51.7%, 6th 64% and 7th 45.6%, and so, the F of 5th 44.2%, 6th 60.7% and 7th 38.3% have shown the standard abilities in the test. The classes of M have shown good in test item.
- ✓ The learners secured two marks out of two marks. The M of 5th 43.3%, 6th 20% and 7th 17.8%, as well as the F of 5th 52.5%, 6th 8% and 7th 16.7% of learners have shown excellent abilities in test item. The class 5th of F and M learners have shown best in item test.

- ✓ The researcher notices that the class 5th of F, classes of 6th and 7th of M learners have shown good performance in test item.

Fig. 4.4.6: The Gender of Frequency Percentage for Item06: Gap Filling



(Sources: The Field Study)

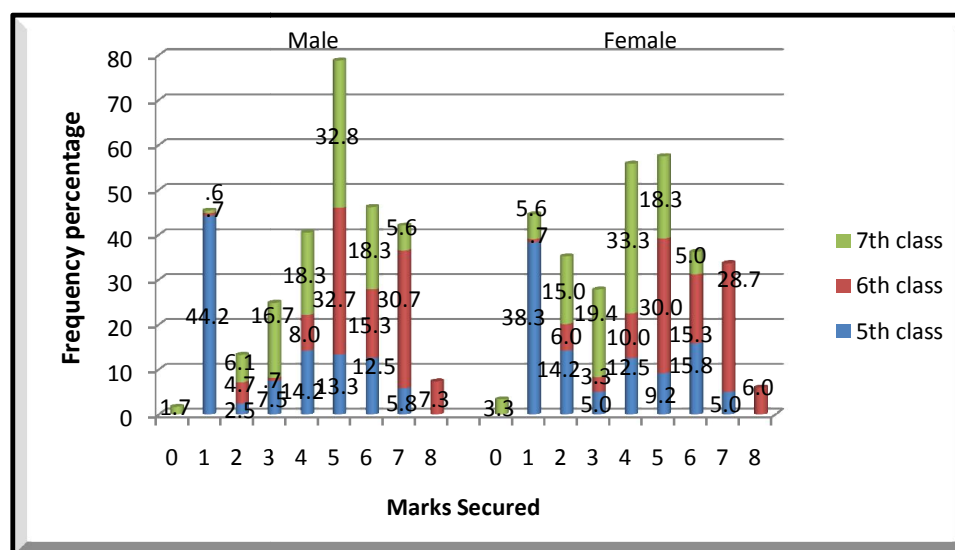
The above chart displays the values of M and F for “the gap filling.” The item tested the vocabulary skills of the learners. Hence, the data values are described as below:

- ✓ The M learners of 5th 10.8%, 6th 52.7% and 7th 12.2%, and the F learners of 5th 5.8%, 6th 64% and 7th 11.1% secured zero marks out of six marks, and have shown unfamiliar in test item.
- ✓ The classes of M 5th 3.3%, 6th 26.7% and 7th 6.1%, and the F of 5th 3.3%, 6th 21.3% and 7th 8.3% secured one mark out of six marks, and have shown feeble abilities in test item.
- ✓ The learners secured two marks out of six marks. As per data, M learners of 5th 12.5%, 6th 10.7% and 7th 14.4%, and the F of 5th 7.5%, 6th 4% and 7th 12.8% secured two marks, and have shown poor abilities in the test.
- ✓ The M and F learners secured three marks out of six marks. The learners of 5th 57.5%, 6th 5.3% and 7th 22.8% of M, and the F of 5th 59.2%, 6th 2.7% and 7th 21.1% have shown standard abilities in the test.
- ✓ The learners of M and F secured four marks out of six marks. The M learners 5th 11.7%, 6th 3.3% and 7th 10%, and the F learners of 5th 13.3%, 6th 2.7% and

7th 11.1% have shown good abilities in the test. The both M and F of learners have shown good in the test.

- ✓ The learners scored five marks out of six marks. The classes of M 5th 3.3%, 6th 0.7% and 7th 34.4%, and the F of 5th 8.3%, 6th 3.3% and 7th 35.6% have shown the outstanding abilities in the test.
- ✓ The M classes 5th 0.8% and 6th 0.7%, and F classes of 5th 2.5%, 6th 2% of the learners secured six marks out of six marks, and have shown the wonderful abilities in the test.
- ✓ The researcher concludes that the F of learners has shown good performance abilities in test item rather than M.

Fig. 4.4.7: The Gender of Frequency Percentage for Item 07: Parts of Speech



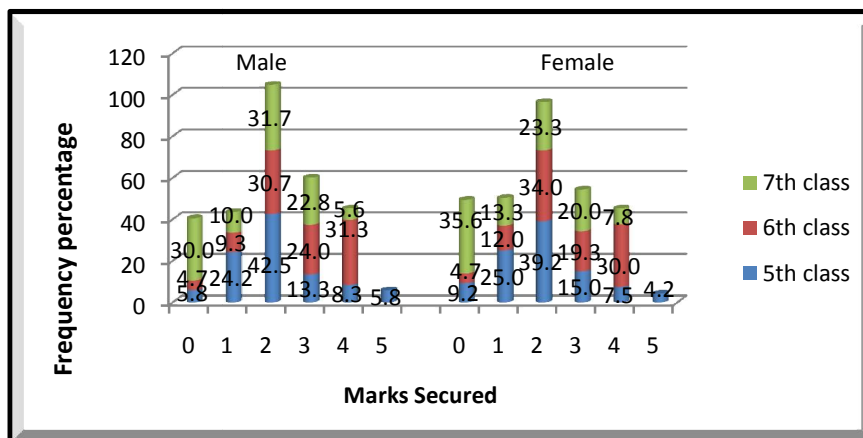
(Sources: The Field Study)

The chart reveals the results of M and F of three classes for “parts of speech.” The item tested the grammatical skills of the learners. Thus, the data values are analysed as below:

- ✓ The M and F of classes 7th 1.7%, 3.3% of students secured zero marks out of eight marks, and have shown unfamiliar in test item. The class 7th of M students have shown better in test item.
- ✓ The classes of M 5th 44.2%, 6th 0.7% and 7th 0.6%, and the F learners of 5th 38.3%, 6th 0.7% and 7th 5.6% achieved one mark out of eight marks, and have shown feeble abilities in test item. The class of 5th of M, and 7th of F of more learners have participated in the test.

- ✓ The students of M and F secured two marks out of eight marks. The M learners 5th 2.5%, 6th 4.7% and 7th 6.1%, and the F learners of 5th 14.2%, 6th 6% and 7th 15% have shown the poor abilities in the test.
- ✓ The M and F of learners secured three marks out of eight marks. The M learners of 5th 7.5%, 6th 0.7% and 7th 16.7%, and the F of learners 5th 5%, 6th 3.3% and 7th 19.4% have shown standard abilities in the test.
- ✓ The M learners of 5th 14.2%, 6th 8% and 7th 18.3%, and the F of 5th 12.5%, 6th 10% and 7th 33.3% secured four marks out of eight marks, and have shown excellent abilities in the test. The classes of 6th and 7th of F have shown good performance in the test.
- ✓ The students achieved five marks out of eight marks. As per data results, classes of M 5th 13.3%, 6th 32.7% and 7th 32.8%, and the F of 5th 9.2%, 6th 30% and 7th 18.3% of the learners have shown outstanding abilities in the test.
- ✓ The learners of M and F secured six marks out of eight marks. The data sources, of M 5th 12.5%, 6th 15.3% and 7th 18.3%, and the F 5th 15.8%, 6th 15.3% and 7th 5% of learners have shown the wonderful abilities in the test.
- ✓ The learners awarded seven marks out of eight marks. The M learners of 5th 8%, 6th 30.7% and 7th 5.6%, and the F of 5th 5% and 6th 28.7% have shown the fabulous abilities in the test.
- ✓ Out of eight marks eight marks scored. The classes M and F of 6th 7.3%, 6%, of learners have shown the extraordinary abilities in the test. The class of 6th has shown better performance in the test.
- ✓ The researcher states that M learners have shown best abilities in the test item.

Fig. 4.4.8: The Gender of Frequency Percentage for Item 08: Translation



(Sources: The Field Study)

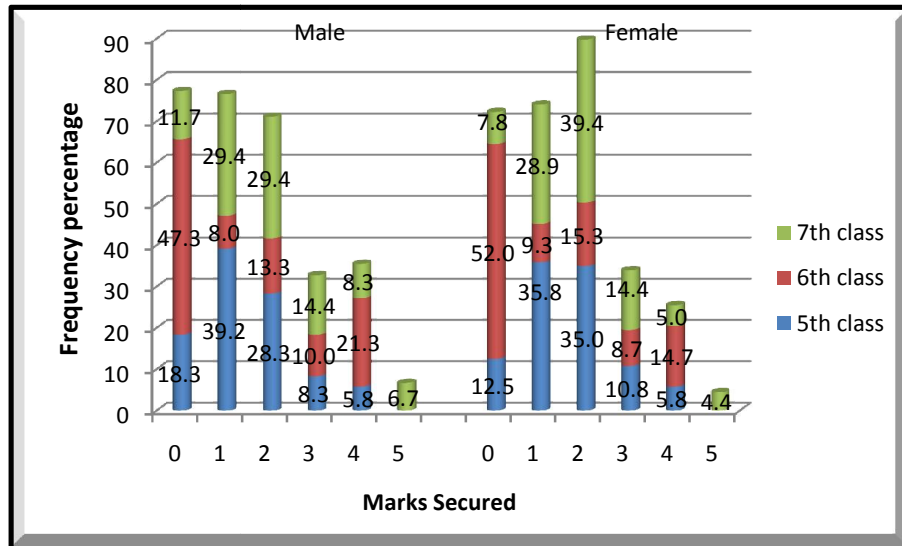
The chart displays the values of M and F for the “translation.” The item tested the vocabulary and comprehension skills. The data values are analysed as below:

- ✓ The M and F achieved zero marks out of five marks. The M learners of 5th 5.8%, 6th 4.7% and 7th 30%, and the F learners of 5th 9.2%, 6th 4.7% and 7th 35.6% have shown unknown in the test.
- ✓ The M and F scored one mark out of five marks. The M learners of 5th 24.2%, 6th 9.3% and 7th 10%, and the F of 5th 25%, 6th 12% and 7th 13.3% have shown very poor abilities in the test. The F learners has shown poor skills in the test.
- ✓ The learners gained two marks out of five marks. The M learners 5th 42.5%, 6th 30.7% and 7th 31.7%, and the F 5th 39.2%, 6th 34% and 7th 23.3% of the learners have shown poor abilities in the test. The classes of 5th M learners and 6th and 7th of F have contributed in the test.
- ✓ The M and F of students scored three marks out of five marks. The classes of M 5th 13.3%, 6th 12% and 7th 22.8%, and the F 5th 15%, 6th 19.3% and 7th 20% of learners have shown standard abilities in the test.
- ✓ The M and F of learners secured four marks out of five marks. The classes of M 5th 8.3%, 6th 31.3% and 7th 5.6%, and the F of 5th 7.5%, 6th 30% and 7th 7.8% of learners have shown the excellent abilities in the test.
- ✓ Out of five marks five marks secured by M and F of three classes. The M and F of 5th 5.8%, 4.2% of learners have shown outstanding abilities in the test. As well as, M students shown good in the test.
- ✓ The examiner notices that the F of learners have shown good abilities in the test more than F of the learners.

Fig. 4.4.9: The Gender of Frequency Percentage for Item 09:

Rearrange the Words into Sentences

The graph displays the results of three classes of M and F of the “Rearrange the words.” The item tested the grammatical skills of the learners. Thus, data values are described as below:

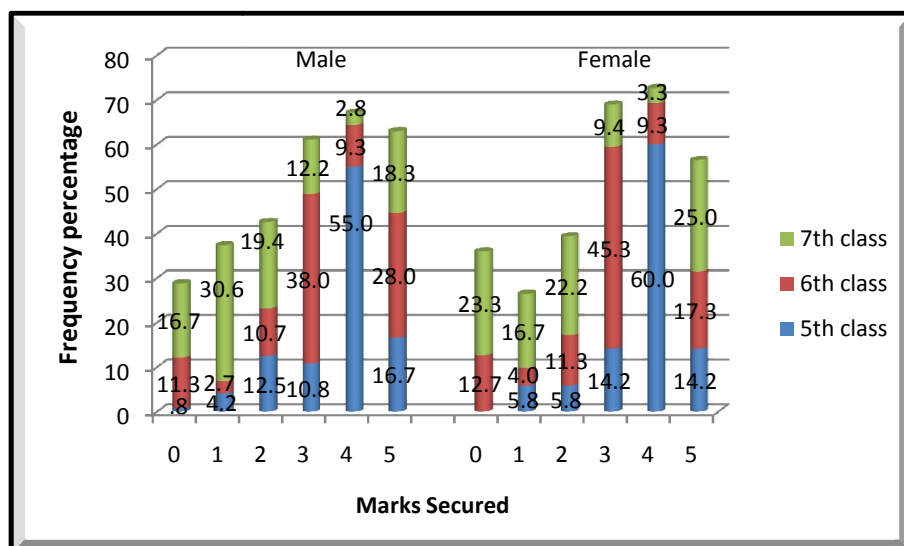


(Sources: The Field Study)

- ✓ The learners of 7th of M and F secured five marks out of five marks. The learners of M and F of class 7th 6.75%, 4.4% have shown the outstanding abilities in the test.
- ✓ The learners of M and F achieved four marks out of five marks. The M learners 5th 5.8%, 6th 21.3% and 7th 8.3%, and the F 5th 5.8%, 6th 14.7% and 7th 5% have shown the excellent abilities in the test.
- ✓ The learners of M and F of three classes scored three marks. As per the data, M learners of 5th 8.3%, 6th 10% and 7th 14.4%, and the F of 5th 10.8%, 6th 8.7% and 7th 14.4% have shown standard abilities in the test.
- ✓ The learners of M and F secured two marks out of five marks. The learners of M 5th 28.3%, 6th 13.3% and 7th 29.4%, and the F of 5th 35%, 6th 15.3% and 7th 39.4% have shown the poor abilities in the test.
- ✓ The learners secured one mark out of five. The classes of M 5th 39.2%, 6th 8% and 7th 29.4%, and the F of 5th 35.8%, 6th 9.3% and 7th 28.9% of learners have shown the feeble abilities in the test.
- ✓ The learners achieved zero mark out of five marks. As per data, M of 5th 18.3%, 6th 47.3% and 7th 11.7%, and the F of 5th 12.5%, 6th 52% and 7th 7.8% of learners have shown unfamiliar in the test.
- ✓ The researcher observes that the M learners have shown the best performance in the test item.

Fig. 4.4.10: The Gender of Frequency Percentage for Item 10:

Match the Words with Meaningful



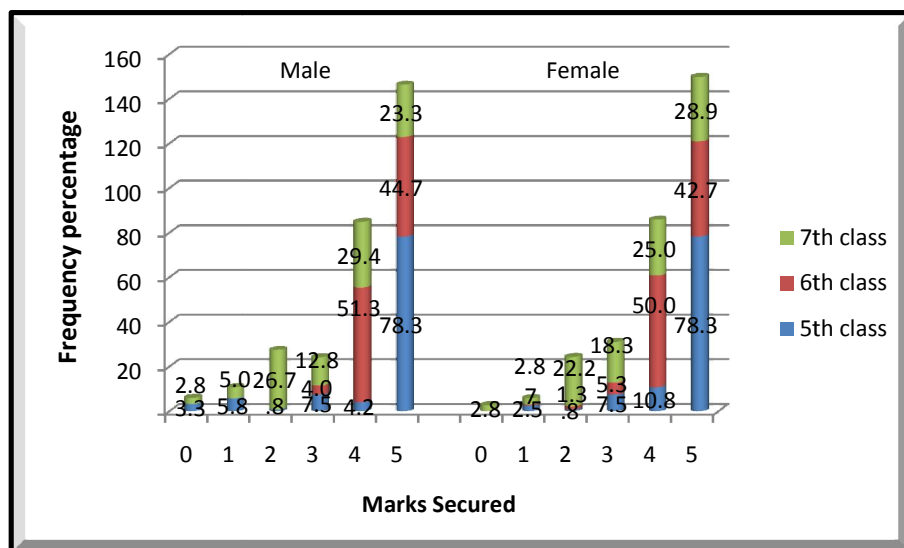
(Sources: The Field Study)

The above graph displays the values of three classes of the M and F for the “match the words with meaningful.” The item was tested the vocabulary abilities of three classes. Hence, the data values are analysed as below:

- ✓ The learners secured zero marks out of five marks. As per data, M learners of 5th 0.8%, 6th 11.3% and 7th 16.7%, and the F of 6th 12.7% and 7th 23.3% have shown unfamiliar in the test item.
- ✓ The learners of M and F secured one mark out of five marks. The data sources, M learners of 5th 4.2%, 6th 2.7% and 7th 30.6%, and the F of 5th 5.8%, 6th 4% and 7th 16.7% have shown the very poor abilities in the test.
- ✓ The classes of M and F secured two marks out of five marks. As per sources, M of 5th 12.5%, 6th 10.7% and 7th 19.4%, and the F of 5th 5.8%, 6th 11.3% and 7th 22.2% of learners have shown deprived abilities in the test.
- ✓ The learners achieved three marks out of five marks. The data sources, M of 5th 10.8%, 6th 38% and 7th 12.2%, and the F of 5th 14.2%, 6th 45.3% and 7th 9.4% of learners have shown standard abilities in the test item. The classes of 5th and 6th of M have involved more in the test.
- ✓ The classes of M of 5th 55%, 6th 9.3% and 7th 2.8%, and the F 5th 60%, 6th 9.3%, and 7th 3.3% of learners achieved four marks out of five marks, and have shown excellent abilities in the test.

- ✓ The M and F of learners secured five marks out of five. The M of 5th 16.7%, 6th 28% and 7th 18.3%, and the F of 5th 14.2%, 6th 17.3% and 7th 25% of learners have shown outstanding abilities in the test. The M learners of 5th and 6th have shown better performance, greater than F.
- ✓ The investigator views that the classes 5th and 7th of F, and 6th of M the learners shown better performance in the test item.

Fig. 4.4.11: The Gender of Frequency Percentages for Item 11: Word Association



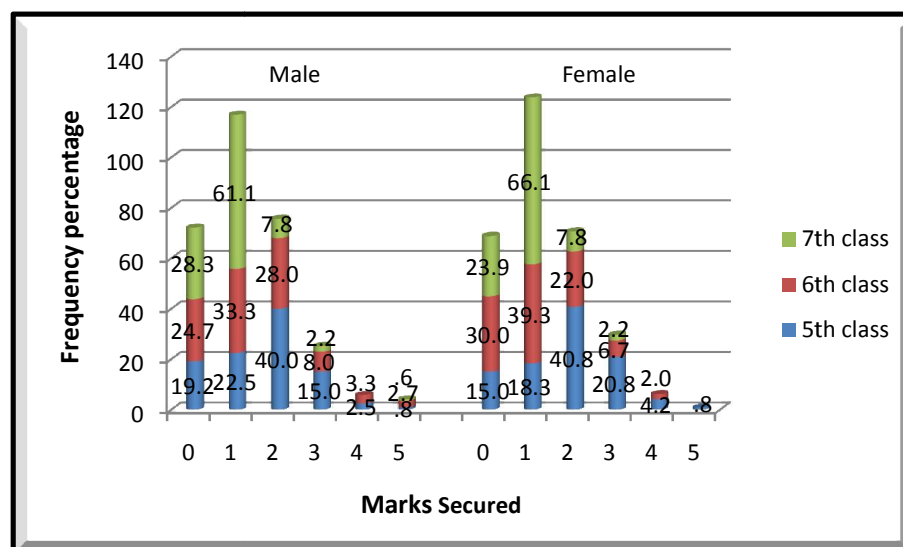
(Sources: The Field Study)

The above graph displays values of three classes of the M and F of the “word does not belongs to the group.” The item tested the vocabulary skill of the learners. The data values are discussed as below:

- ✓ The learners of M and F secured zero marks out of five marks. The data source, classes of M 5th 3.3%, 7th 2.8%, and the F of 7th 2.8% of students have shown unknown in the test.
- ✓ The students secured one mark out of five marks. The classes of M 5th 5.8%, 7th 5% and the F of 5th 2.5%, 6th 0.7% and 7th 2.8% of the learners have shown the very poor abilities to the in item test.
- ✓ The learners of M and F secured two marks out of five marks. The M learners 5th 0.8%, 7th 26.7% and the F of 5th 0.8%, 6th 1.3% and 7th 22.2% have shown deprived abilities in the test item.

- ✓ The learners of M and F secured three marks out of five marks. The M learners of 5th 7.5%, 6th 4% and 7th 12.8%, and the F of 5th 7.5%, 6th 5.3% and 7th 18.3% have shown standard abilities in the test.
- ✓ Four marks out of five marks secured by M and F learners. The statistical data, M of 5th 4.2%, 6th 51.3% and 7th 29.4%, and the F of 5th 10.8%, 6th 50% and 7th 25% of learners have shown excellent abilities in the test.
- ✓ The learners of M and F secured five marks out of five marks. The M 5th 78.3%, 6th 44.7% and 7th 23.3% and the F of 5th 78.3%, 6th 42.7% and 7th 28.9% of learners have shown outstanding abilities in the test. Both the gender has shown excellent skill in the test.
- ✓ The researcher notices that class of F learners has shown best skill in test item.

Fig. 4.4.12: The Gender of Frequency Percentage for Item 12: Tenses



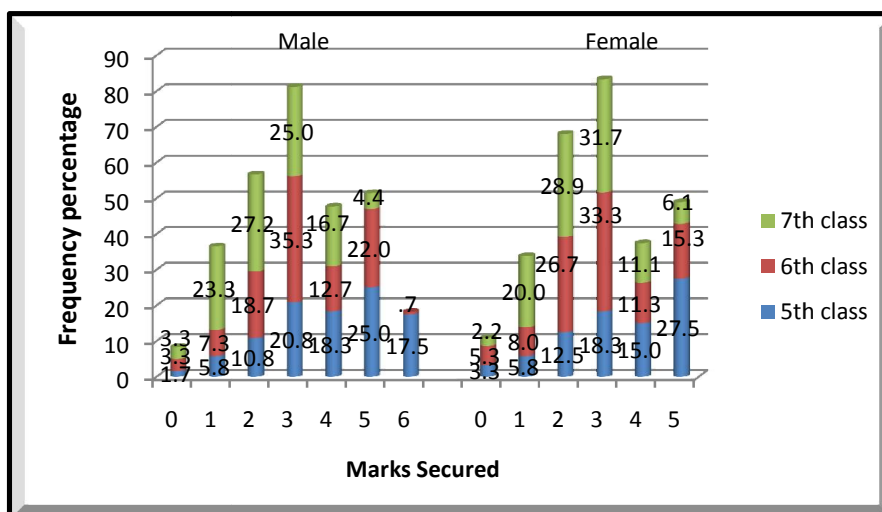
(Sources: The Field Study)

The chart shows the results of the R and U of the “written sentences into past tense.” The item tested grammar and vocabulary skills of the learners. Hence, the data results are described as below:

- ✓ As per the data, M of 5th 19.2%, 6th 24.7% and 7th 28.3%, and the F of 5th 15%, 6th 30% and 7th 23.9% of learners secured zero marks out of five marks, and have shown unfamiliar in the test.
- ✓ The M and F of students secured one mark out of five marks. The M of 5th 22.5%, 6th 33.3% and 7th 61.1%, and the F of 5th 18.3%, 6th 39.3% and 7th 66.1% of learners have shown the feeble abilities in the test.

- ✓ The learners of M and F secured out of five marks two marks. The M of 5th 40%, 6th 25% and 7th 7.8%, and the F of 5th 40.8%, 6th 22% and 7th 7.8% of learners have shown poor abilities in the test.
- ✓ The learners secured three marks out of five marks. The M of 5th 15%, 6th 8% and 7th 2.2%, and the F of 5th 20.8%, 6th 6.7% and 7th 2.2% of learners have shown the standard abilities in the test.
- ✓ The class 6th not involved in the test. The M learners of 5th 2.5%, 7th 3.3%, and the F of 5th 4.2% and 7th 2% secured four marks out of five marks, and have shown the excellent abilities in the test.
- ✓ The students of M and F scored five marks out of five. The M of 5th 0.8%, 6th 2.7% and 7th 0.6%, and the F of 5th 0.8% of learners have shown the outstanding abilities in the test. Thus, M has shown the best in test.
- ✓ The researcher notices that the M and F of students have shown the poor in the test item.

Fig. 4.4.13: The Gender of Frequency Percentage for Item 13: Missing Letters



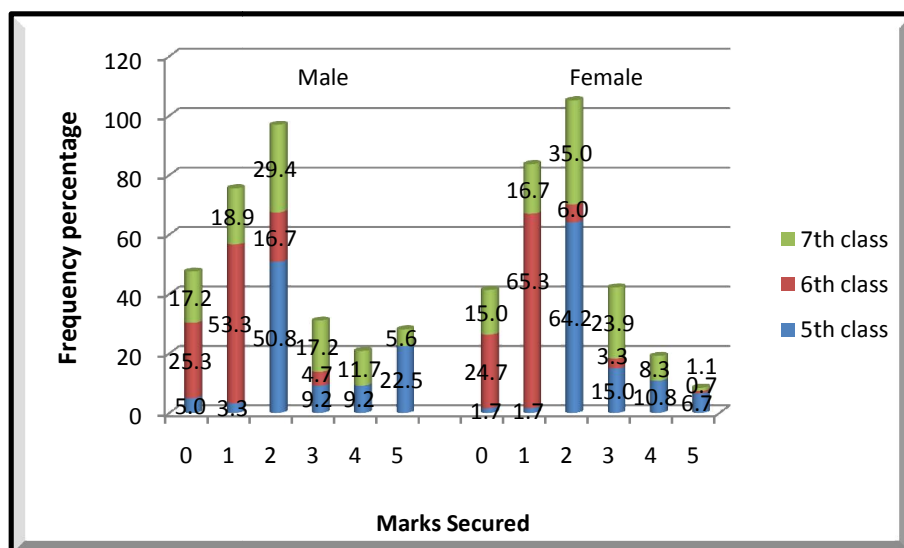
(Sources: The Field Study)

The chart discloses the results of the M and F of the “write the missing letters with meaningful.” The item tested the writing skills of the learners. Thus, the data values are analysed as below:

- ✓ The learners of M and F secured zero mark out of six marks. The classes of M of 5th 1.7%, 6th 3.3% and 7th 3.3%, and the F 5th 3.3%, 6th 5.3% and 7th 2.2% of learners have shown unfamiliar in the test.

- ✓ The learners of M and F secured one mark out of six marks. The M of 5th 5.8%, 6th 7.3% and 7th 23.3%, and the F of 5th 5.8%, 6th 8% and 7th 20% of learners secured one mark, and have shown feeble abilities in the test. The class of 7th of M and F have shown poor abilities more than others.
- ✓ The learners of M and F secured two marks out of six marks. The statistical values, M of 5th 10.8%, 6th 18.7% and 7th 27.2%, and the F 5th 12.5%, 6th 26.7% and 7th 28.9% of learners secured two marks, and have shown poor abilities in the test.
- ✓ The students of M and F achieved three marks out of six marks. The learners of M 5th 20.8%, 6th 35.3% and 7th 25%, and the F classes 5th 18.3%, 6th 33.3% and 7th 31.7% of learners secured three marks, and have shown standard abilities in the test.
- ✓ The classes of M 5th 18.3%, 6th 12.7% and 7th 16.7%, and the F of 5th 15%, 6th 11.3% and 7th 11.1% of learners secured four marks, and have shown excellent abilities in the test.
- ✓ The learners of M and F awarded five marks out of six marks. The classes of M 5th 25%, 6th 22% and 7th 4.4%, and the F of 5th 27.5%, 6th 15.3% and 7th 6.1% of learners have shown outstanding abilities in the test.
- ✓ The classes of M 5th 17.5%, and 6th 0.7% of learners secured six marks out of six marks, and have shown the wonderful abilities in the test.
- ✓ The examiner concludes that the classes of M have shown good skills.

Fig. 4.4.14: The Gender of Frequency Percentage for Item 14: Jumbled Letters



(Sources: The Field Study)

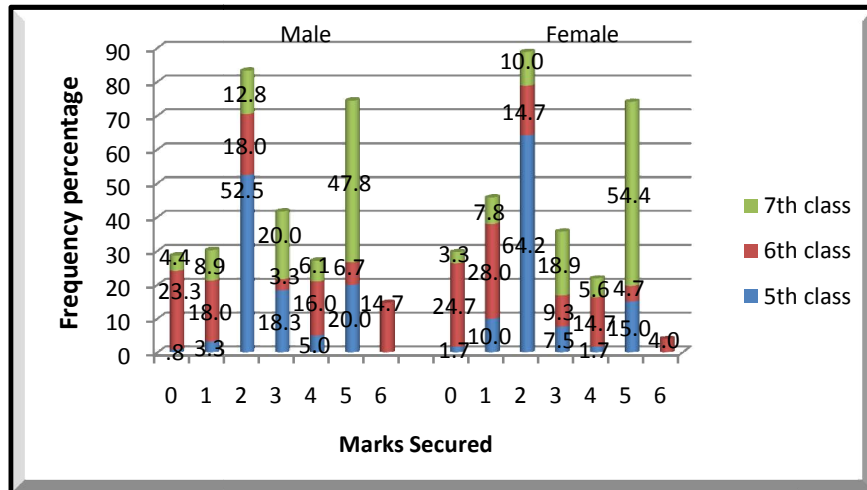
The chart values the results of the M and F for the “jumbled letters.” The item tested the knowledge of writing skills of the learners. Thus, the data values are analysed as in the following:

- ✓ The M of 5th 5%, 6th 25.3% and 7th 17.2%, and the F of 5th 1.7%, 6th 24.7% and 7th 15% of learners secured zero marks out of five marks, and have shown the unknown in test item.
- ✓ The M of 5th 3.3%, 6th 53.3% and 7th 18.9%, and the F 5th 1.7%, 6th 65.3% and 7th 16.7% of learners secured one mark out five marks, and have shown feeble abilities in the test. Thus, M and F learners of 6th class have feeble abilities.
- ✓ The learners of M and F secured two marks out of five marks. The M of 5th 50.8%, 6th 16.75% and 7th 29.4%, and the F 5th 64.2%, 6th 6% and 7th 35% of learners secured two marks, and have shown the poor abilities in the test.
- ✓ The learners of M and F secured three marks out of five marks. The M of 5th 9.2%, 6th 4.7% and 7th 17.2%, and the F 5th 15%, 6th 3.3% and 7th 23.9% of the learners have shown average abilities in the test. As well as, F has shown standard abilities in the test.
- ✓ The M and F secured four marks out of five marks. The M of 5th 9.2%, and 7th 11.7% and the F 5th 10.8%, 7th 8.3% of learners secured four marks, and have shown excellent abilities in test item.
- ✓ The learners awarded five marks out of five. The M of 5th 22.5%, 7th 5.6%, and the F 5th 6.7%, 6th 0.7% and 7th 1.1% of learners have shown outstanding abilities in the test.
- ✓ The researcher describes that the class of F has shown good skills in test item.

Fig. 4.4.15: The Gender of Frequency Percentage for Item 15:

Match the Opposite Words

The above graph displays the values of the M and F of the “match the opposite words.” The item tested the vocabulary abilities of the learners. Thus, the data values are analysed as below:

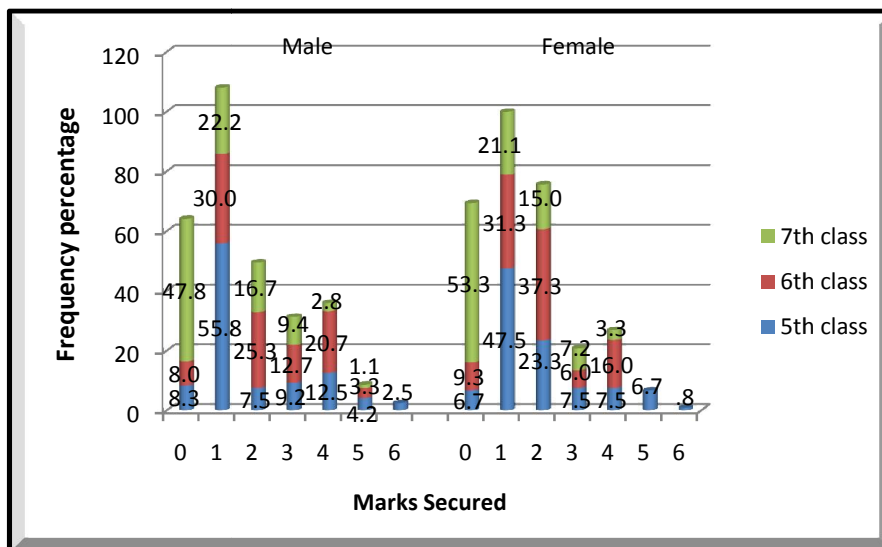


(Sources: The Field Study)

- ✓ The learners secured zero marks out of six marks. The classes of M learners of 5th 0.8%, 6th 23.3% and 7th 4.4%, as well as, the F 5th 1.7%, 6th 24.7% and 7th 3.3% secured zero marks and have shown unknown in the test.
- ✓ The M of 5th 3.3%, 6th 18% and 7th 8.9%, and the F 5th 10%, 6th 28% and 7th 7.8% of students secured one mark out of five marks, and have shown feeble abilities in the test item.
- ✓ The M and F of students secured two marks out of six marks. As per data, M of 5th 52.5%, 6th 18% and 7th 12.8%, and the F 5th 64.2%, 6th 14.7% and 7th 10% of the learners have shown the poor abilities in the test. The class 5th has participated more in the test.
- ✓ The classes of M 5th 18.3%, 6th 3.3% and 7th 20%, and the F 5th 7.5%, 6th 9.3% and 7th 18.9% of the learners secured three marks out of five marks, and have shown standard abilities in test item.
- ✓ The students scored four marks out of six marks. The data source, M of 5th 5%, 6th 16% and 7th 6.1%, and the F 5th 1.7%, 6th 14.7% and 7th 5.6% of learners secured four marks, and have shown excellent in the test item. Thus, M and F of 6th class has shown best abilities in the test.
- ✓ The M and F of students scored five marks out of six marks. The classes of M of 5th 20%, 6th 6.7% and 7th 47.8%, and the F of 5th 15%, 6th 4.7% and 7th 54.4% of learners secured four marks, and have shown outstanding abilities in the test item.
- ✓ The classes of M and F 6th 14.7%, 4% of learners scored five marks, and have shown wonderful abilities in the test item.

- ✓ The investigator observes that the classes of 5th and 6th of M, and 7th of F of learners have shown the best performance in the test.

Fig. 4.4.16: The Gender of Frequency Percentage for Item 16: Abbreviations



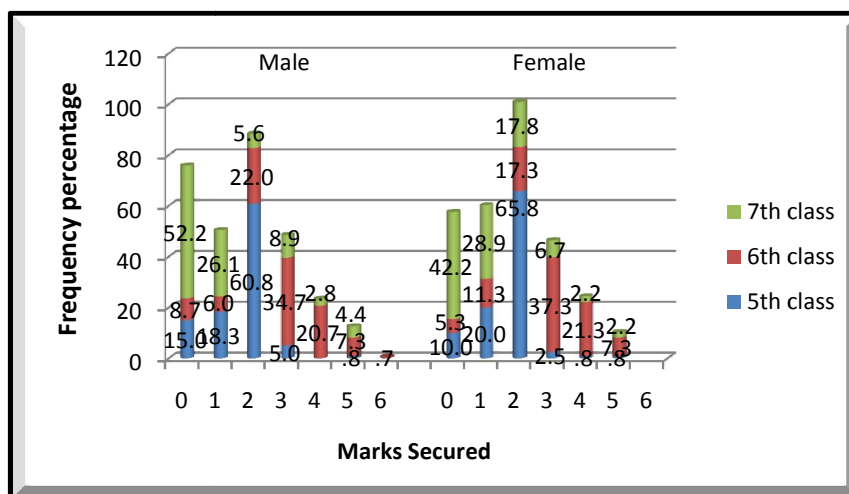
(Sources: The Field Study)

The chart displays results of three classes of the M and F of the “abbreviations.” The item tested the writing skill of the learners. Hence, the data values are analysed as below:

- ✓ The classes of 5th of M and F of learners secured six marks out of six marks. The learners of M and F 5th 2.5%, 0.8% have shown the wonderful abilities in the test.
- ✓ The M and F of learners scored five marks out of six marks. The classes of M 5th 4.2%, 6th 3.3% and 7th 1.1%, and the F 5th 6.7% of the learners have shown outstanding abilities in the test.
- ✓ The students achieved four marks out of six marks. The results, classes of M 5th 12.5%, 6th 20.7% and 7th 2.8%, and the F 5th 7.5%, 6th 16% and 7th 3.3% of learners have shown the excellent abilities in the test.
- ✓ The classes of M 5th 9.2%, 6th 12.7% and 7th 9.4%, and the F 5th 7.5%, 6th 6% and 7th 9.4% of learners secured three marks out of six marks, and have shown standard abilities in the test.
- ✓ The students awarded two marks out of six. The classes of M 5th 7.5%, 6th 25.3% and 7th 16.7%, and the F 5th 23.3%, 6th 37.3% and 7th 15% of learners scored two marks out of five marks, and have shown poor abilities in the test.

- ✓ The learners of M and F scored one mark out of six marks. The classes of M 5th 55.8%, 6th 30% and 7th 22.2%, and the F 5th 47.5%, 6th 31.3% and 7th 21.1% of learners secured one mark, and have shown very poor abilities in the test.
- ✓ The students of the M and F secured zero marks out of six marks. The classes of M 5th 8.3%, 6th 8% and 7th 47.8%, and the F 5th 6.7%, 6th 9.3% and 7th 53.3% of learners have shown unknown in the test.
- ✓ The researcher finds out that the classes of 5th and 6th of M, as well as, the F class 7th of students have shown good abilities in the test item.

Fig. 4.4.17: The Gender of Frequency Percentage for Item 17: Cloze Test



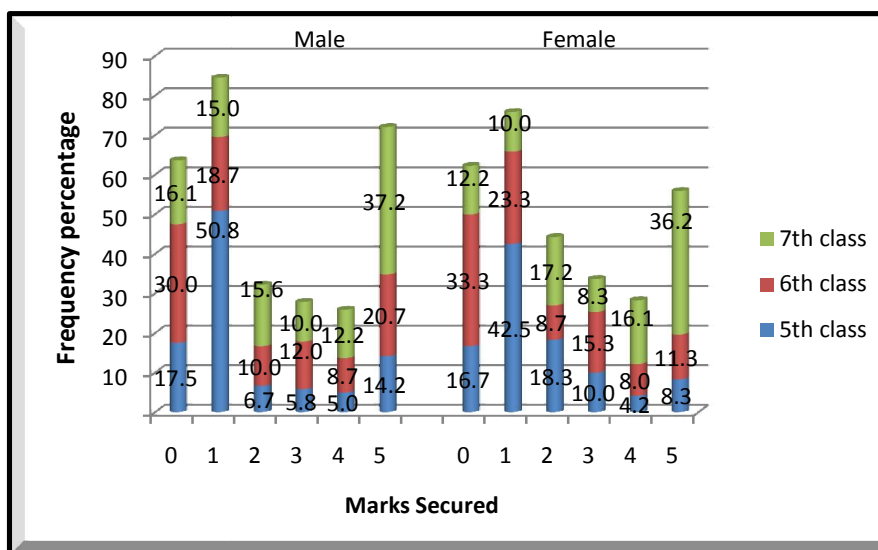
(Sources: The Field Study)

The graph displays the results of the M and F knowledge on the “gap filling with suitable words.” The item tested for grammatical and comprehension skills of the learners. The data values are described as below:

- ✓ The students of M and F secured zero mark out of six marks. The M learners 5th 15%, 6th 8.7% and 7th 52.2%, and the F of 5th 10%, 6th 5.3% and 7th 42.2% secured zero marks, and have shown unfamiliar in the test item.
- ✓ The children scored one mark out of six marks. The classes of M 5th 18.3%, 6th 6% and 7th 26.1%, and the F of 5th 20%, 6th 5.3% and 7th 28.9% of learners have shown feeble abilities. The group of F has participated more than M.
- ✓ The M and F scorers secured two marks out of six marks. The M learners 5th 60.8%, 6th 22% and 7th 5.6%, and the F of 5th 65.8%, 6th 17.3% and 7th 17.8% secured two marks, and have shown poor abilities in the test.

- ✓ The classes of M and F scored three marks out of six marks. The classes of M 5th 5%, 6th 34.7% and 7th 8.9%, and the F of 5th 2.5%, 6th 37.3% and 7th 6.7% have shown standard abilities in the test.
- ✓ The classes of M learners 6th 20.7% and 7th 2.8% and the F of 5th 0.8%, 6th 21.3% and 7th 2.2% secured four marks out of six marks, and have shown the excellent abilities in the test. The group of F has bright abilities more than M.
- ✓ The classes of M 5th 0.8%, 6th 7.3% and 7th 2.8%, and the F of 5th 0.8%, 6th 7.3%, and 7th 2.2% of learners secured five marks, and have shown the outstanding abilities in the test.
- ✓ The learners of 6th 0.7% of M and F secured six marks out of six marks, and have shown wonderful abilities in the test. The results of M learners have shown the best performance.
- ✓ The researcher observes that group of M learners of classes 5th and 7th, and 6th of F learners have performed best abilities in the test item.

Fig. 4.4.18: The Gender of Frequency Percentage for Item 18: Word Chain



(Sources: The Field Study)

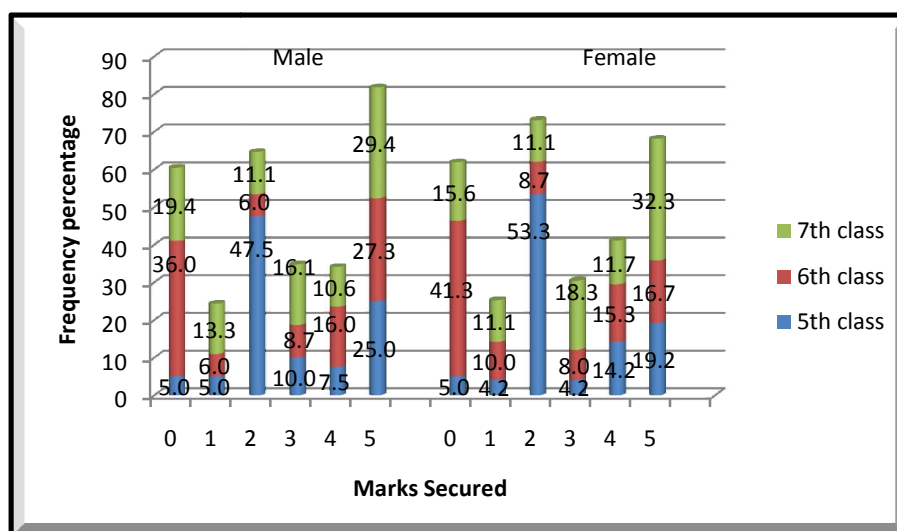
The chart displays the values of three classes of the M and F of the “word chain.” The item tested the writing skills of the learners. Hence, the data values are described as below:

- ✓ The M learners of 5th 14.2%, 6th 20.7% and 7th 37.2%, and the F of 5th 8.3%, 6th 11.3% and 7th 36.2% secured five marks out of five marks, and have shown outstanding abilities in the test.

- ✓ The students achieved four marks out of five marks. The classes of M 5th 5%, 6th 8.7% and 7th 12.2%, and the F 5th 4.2%, 6th 8% and 7th 16.1% of students have shown excellent abilities in the test. The F learners of class 7th have contributed more than M learners.
- ✓ The learners achieved three marks out of five marks. The classes of M 5th 5.85%, 6th 12% and 7th 10%, and the F 5th 10%, 6th 15.3% and 7th 8.3% of learners have shown the standard abilities in the test. The group of F learners has shown the standard abilities more than M.
- ✓ The children of M and F secured two marks out of five marks. The classes of M 5th 6.7%, 6th 10% and 7th 15.6%, and the F of 5th 18.3%, 6th 8.7% and 7th 17.2% of learners have shown the poor abilities in the test.
- ✓ The students achieved one mark out of five marks. The classes of M 5th 50.8%, 6th 18.7% and 7th 15%, and the F of 5th 42.5%, 6th 23.3% and 7th 10% of learners have shown feeble abilities in the test. The group of M learners have shown more performance rather than F.
- ✓ The M and F gained zero marks out of five marks. The M of 5th 17.5%, 6th 30% and 7th 16.1%, and the F of 5th 16.75%, 6th 33.3% and 7th 12.2% of learners have shown unfamiliar in the test.
- ✓ The scholar analysis that group of M learners have shown best ability.

Fig. 4.4.19: The Gender of Frequency Percentage for Item 19:

Alphabetical Order



(Sources: The Field Study)

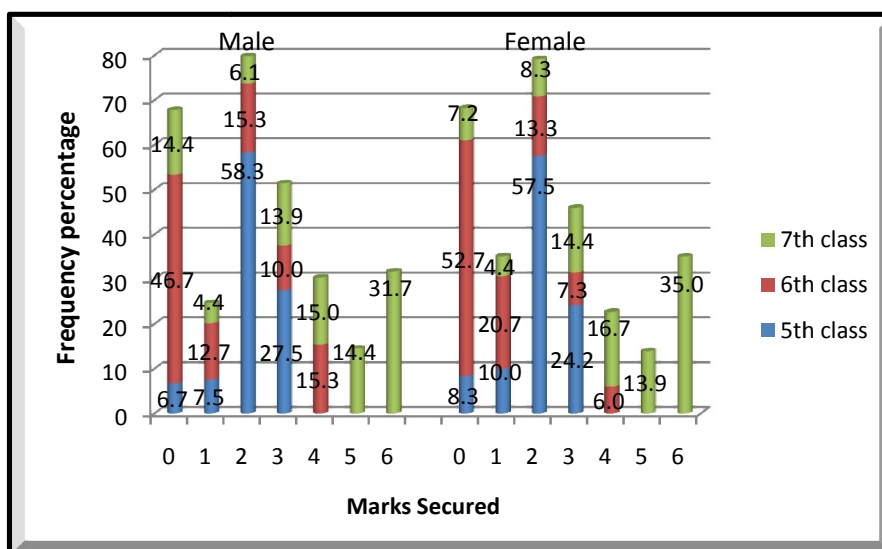
The above graph displays the results of the M and F of “alphabetical order.” The item tested for vocabulary of the learners. The data results are illustrated as below:

- ✓ The learners scored zero marks out of five marks. The classes of M 5th 5%, 6th 36% and 7th 19.4%, and the F 5th 5%, 6th 41.3% and 7th 15.6% of learners have shown unfamiliar in test item.
- ✓ The students achieved one mark out of five marks. The classes of M 5th 5%, 6th 6% and 7th 13.3%, and the F of 5th 4.2%, 6th 10% and 7th 11.1% of the learners have shown feeble abilities in the test.
- ✓ The classes of M 5th 47.5%, 6th 6% and 7th 11.1%, and the F of 5th 53.3%, 6th 8.7% and 7th 11.1% of the learners scored two marks out of five marks, and have shown deprived abilities in the test.
- ✓ The learners of M and F secured three marks out of five marks. The M learners 5th 10%, 6th 8.7% and 7th 16.1%, and the F of 5th 4.2%, 6th 8% and 7th 18.3% of learners have shown standard abilities in the test.
- ✓ The learners secured four marks out of five marks. The classes of M 5th 7.5%, 6th 16%, 7th 10.6% and the F of 5th 14.2%, 6th 15.3% and 7th 11.7% of learners have shown excellent abilities in the test.
- ✓ The classes of M 5th 25%, 6th 27.3% and 7th 29.4%, and the F of 5th 19.2%, 6th 16.7% and 7th 32.3% of learners secured five marks out of five marks, and have shown outstanding abilities in the test.
- ✓ The investigator analysis that classes of M learners have shown best abilities in the test item.

Fig. 4.4.20: The Gender of Frequency Percentage for Item 20:

Semantic Mapping

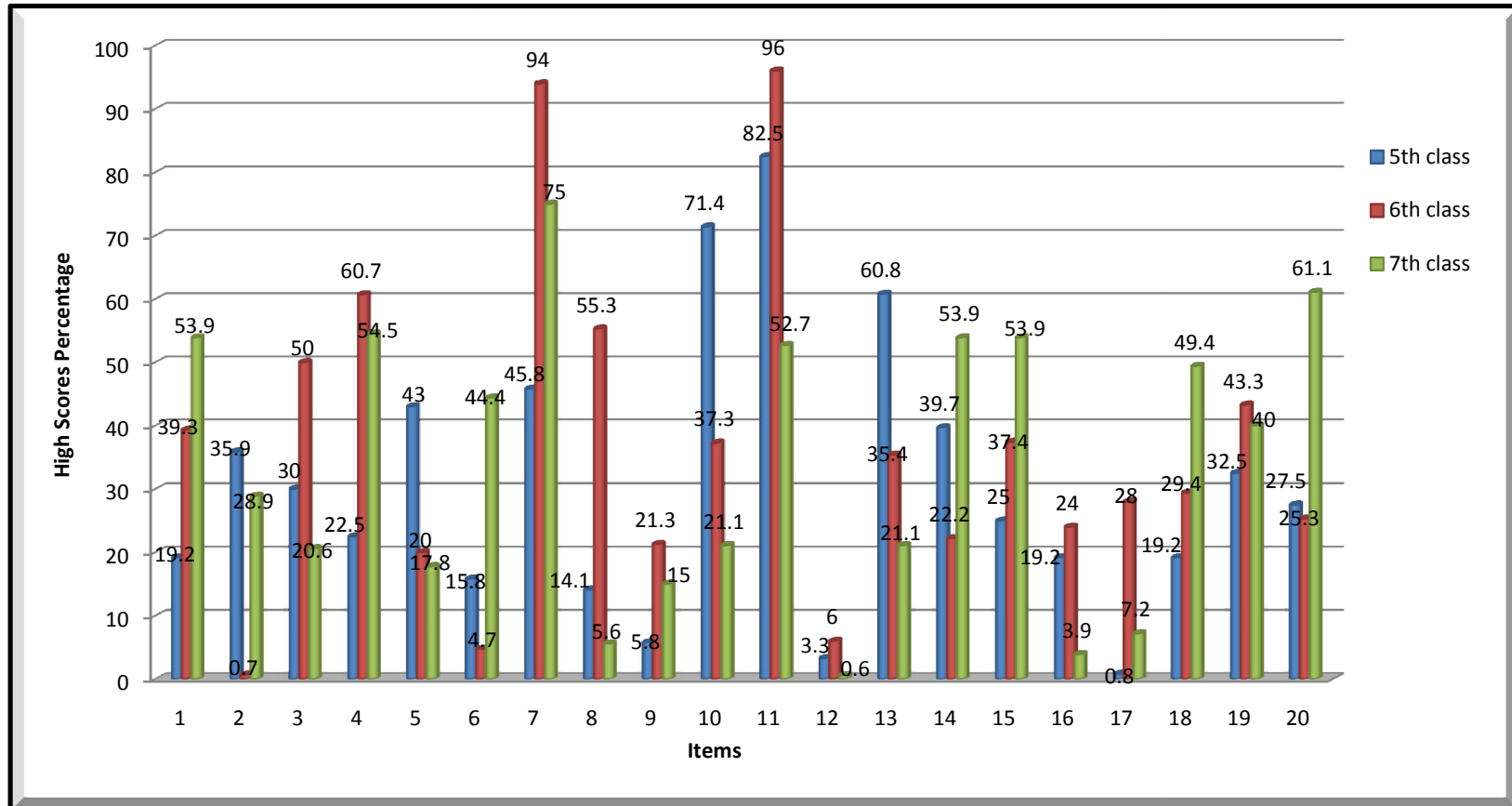
The graph reveals the results of three classes for the M and F of the “semantic mapping.” The item tested the writing skill of the learners. The data values are described as below:



(Sources: The Field Study)

- ✓ The students of M and F secured zero award out of six marks. The classes of M 5th 6.7%, 6th 46.7% and 7th 14.4%, and the F 5th 8.3%, 6th 52.7% and 7th 7.2% of learners have shown unfamiliar in the item.
- ✓ The learners achieved one mark out of six marks. The classes of M 5th 7.5%, 6th 12.7% and 7th 4.4%, and the F 5th 10%, 6th 20.7% and 7th 4.4% of learners have shown the feeble abilities in the test.
- ✓ The classes of M 5th 58.3%, 6th 15.3% and 7th 6.1%, and the F 5th 57.5%, 6th 13.3% and 7th 8.3% of learners secured two marks out of six marks, and have shown the deprived abilities in the test.
- ✓ The learners secured three marks out of six marks. The classes of M 5th 27.5%, 6th 10% and 7th 13.9%, and the F 5th 24.2%, 6th 7.3% and 7th 14.4% of learners have shown the standard abilities in the test.
- ✓ The learners awarded four marks out of six marks. As per data, classes of M 6th 15.3% and 7th 15%, and the F of 6th 6% and 7th 16.7% of learners have shown the good abilities in the test.
- ✓ The classes of M and F of 7th 14.4%, 13.9% secured five marks out of six marks, and have shown the outstanding abilities in the test. As well as, class of 7th has shown best in the test.
- ✓ The classes of M and F of 7th 31.7%, 35% of the learners secured six marks out of six marks, and have shown wonderful abilities in the test.
- ✓ The researcher finds that classes of 5th and 6th of M, as well as class of 7th of F learners have shown best abilities in the test item.

Fig. 4.4.21: The Male Students' of Items High Scores for Three Classes



(Sources: The Field Study)

The above chart displays the results of male students of items' high scores for three classes. Moreover, the items and high scores percentages (four and above four marks secured, in item five two marks, and item twentieth three marks for class 5th considered as high scores) of the graph values are described as below:

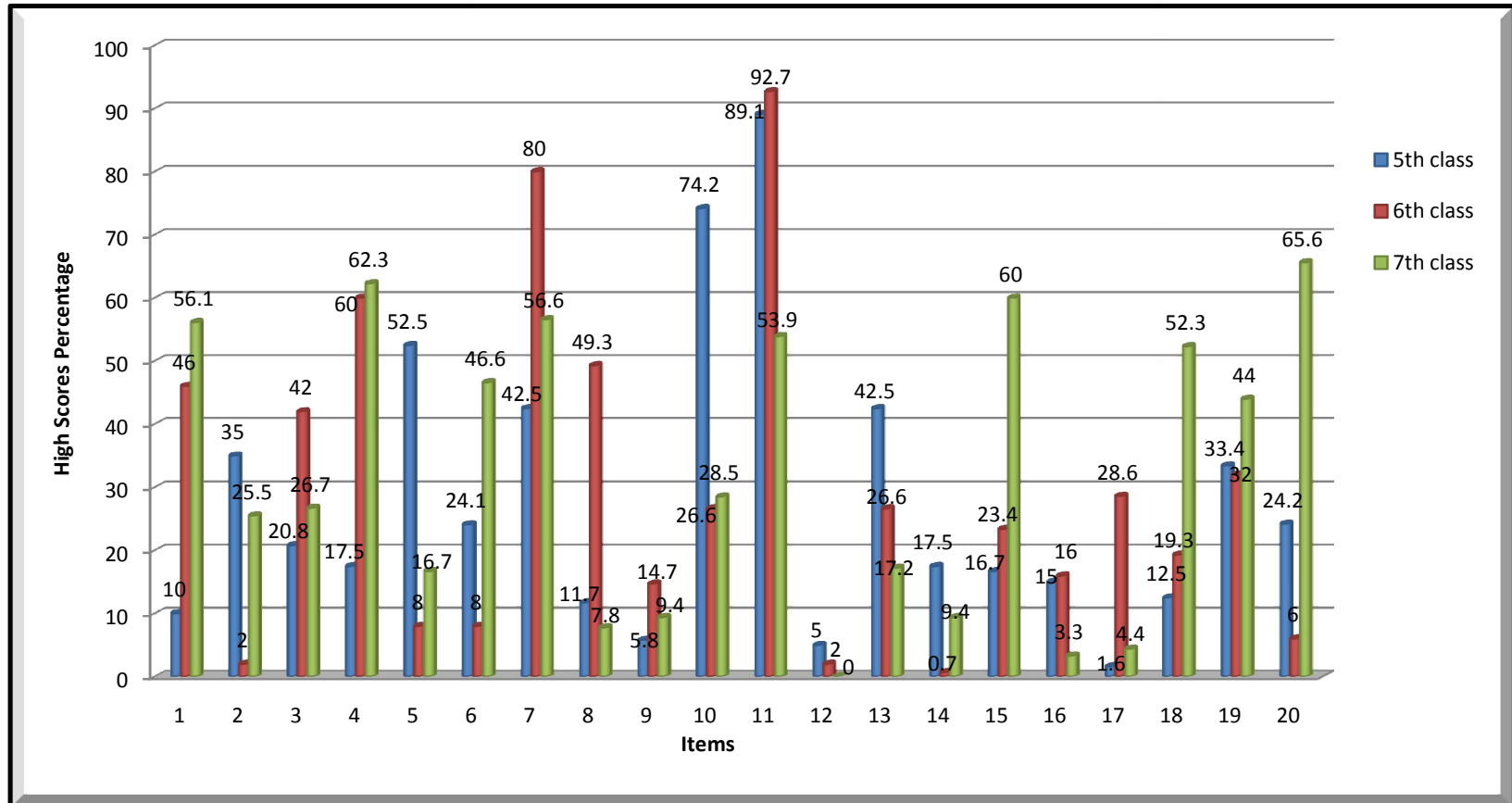
The class 5th of male students' items high scores secured and have shown the best performance in the items of two, five, ten and thirteen. The whole twenty items, four items have performed well among the three categories. In the item of seventeen comprehensions test has achieved the decimal percentage. The items of nine and twelve have secured less than six percentage. Thus, the class 5th of male students' items of the highest score is 82.5 percent in odd one out of item eleven.

The class 6th of male students' items high scores secured and have shown the best abilities in the item of three, four, seven, eight, nine, eleven, twelve, sixteen, seventeen and nineteen. Total twenty items, ten items have showed best scores among the three classes. The items of two, six and twelve achieved below ten percent. Thus, class 6th of male students' items of the highest score is 96 percent in associate words of item eleven. The items lowest score is 0.7 percent in rhyme production of item two.

The male students' of class 7th of items high scores achieved in the item of one, six, fourteen, fifteen, eighteen and twenty. Merely, six items have shown the best performance exclusively twenty items. However, the items of eight, twelve, sixteen and seventeen have secured less than six percentage in the overall. As well as, item twelve has shown the decimal rate. The item of seven parts of speech secured the highest score is 75 percentage. The item tested distinct grammar and vocabulary abilities of the students.

Finally, male students of class 6th of items high scores have shown the best. The remaining classes of 5th and 7th have secured high scores of items four and six with respectively.

Fig. 4.4.22: The Female Students' of Items High Scores for Three Classes



(Sources: The Field Study)

The above chart displays the results of female students' items high scores for the three classes. And the items and high scores percentage (four and above four marks secured, in item five two marks, and item twentieth three marks for class 5th considered as high scores) of the graph values are described as below:

The class 5th of female students' items high scores awarded and have shown the best skills in the item of two, five, ten, twelve, thirteen and fourteen. Out of twenty items, six items have performed well in the three classes. Thus, the items of nine, twelve and seventeen have not secured double digit percentage. The class 5th of female students' items of the highest score is 74.2 percent in odd one out of item eleven. The lowest score is 1.63 percent in cloze test of item seventeen.

The class 6th of female students' items high scores secured and have shown the best performance in the item of three, seven, eight, nine, eleven, sixteen and seventeen. Totally twenty items, seven items have shown best scores in the three classes. The items of two, five, six, twelve, fourteen and twenty have not secured greater than eight percentages. Thus, class 6th of female students' the highest score is 92.7 percent in associate words of item eleven. As well as, the lowest score is 0.7 percent in word formation of item fourteen.

The female students' of class 7th of items high scores secured in the item of one, four, six, fifteen, eighteen, nineteen and twenty. Out of twenty items, seven items have shown the best performance entirely. As per the graph values the items of eight, nine, twelve, fourteen, sixteen and seventeen have not secured more than one digit of numerical values. As well as, the item of twelve write sentence into past simple tenses has secured nil percentage. The highest score is 65.6 percent in the semantic mapping of item twenty.

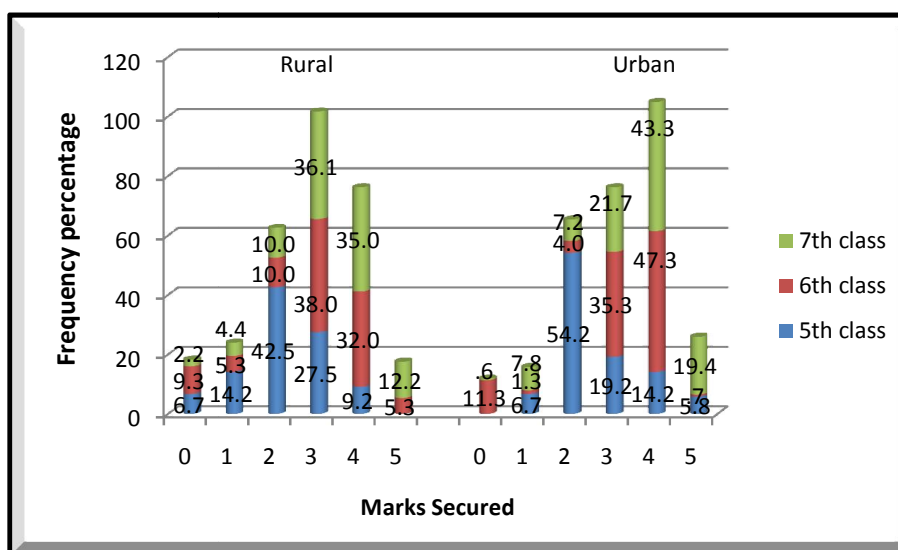
At last, female students' of items high scores of class 6th and class 7th have shown the best and equal performance. And class 5th of high scores items are six.

4.5 Location Wise: Data Analysis and Results

The study purpose depends on the objectives and aims of the Loc of three classes of the learners finding and their abilities finding in the test item. This study explains for students' skills of R and U areas and differences among the groups. The first sets of bars are R, and second, set of bars is for U students of three classes. Each bar is shown in triple colours in two sets of bars, and each colour represents one class (i.e., blue for 5th, pink for 6th, and green for 7th classes) and one subset of the item. The data results are found in the

frequency percentage as it is shown on bar where each colour represents a class by the student's secured marks. In the chart on the X-axis have marks secured by students of R and U and on the Y-axis student's frequency percentage are shown.

Fig. 4.5.1: The Location of Frequency Percentage for Item 01: Rhyme Identification



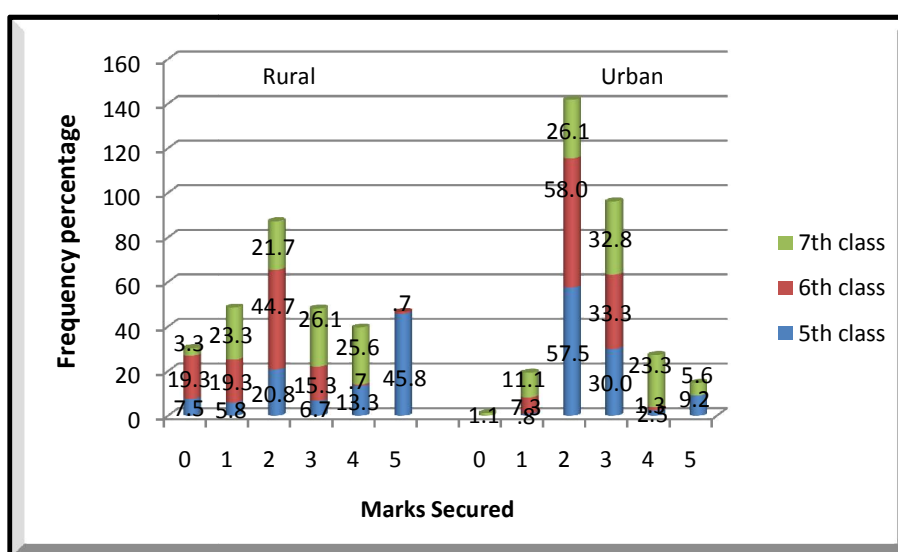
(Sources: The Field Study)

The above graph shows the results of the Locality for knowledge on the “rhyme word identification.” The item tested the reading skill of the learners. Thus, the data values are analysed as below:

- ✚ The R and U of learners secured zero marks out of five marks. The graph values, R of 5th 6.7%, 6th 9.3% and 7th 2.2%, and the U 6th 11.3% and 7th 0.6% of learners have shown very poor performance in the test.
- ✚ The students of R and U achieved one mark out of five marks. The R of 5th 14.2%, 6th 5.3% and 7th 4.4%, and the U 5th 6.7%, 6th 1.3% and 7th 7.8% of learners have shown feeble abilities in the test. The set of U learners has shown good abilities.
- ✚ The classes of R 5th 42.5%, 6th 10% and 7th 10%, and the U 5th 54.2%, 6th 4% and 7th 7.2% of learners secured two marks out of five marks equal to the deprived abilities in the test.
- ✚ The R and U of students secured three marks out of five marks. The R of 5th 27.5%, 6th 38% and 7th 26.1%, and the U of 5th 19.2%, 6th 35.3% and 7th 21.7% of students have shown standard abilities in the test. The set of R has shown good abilities in the test.

- ✚ The learners achieved four marks out of five marks. The learners of R 5th 9.2%, 6th 32% and 7th 35%, and the U 5th 14.2%, 6th 47.3% and 7th 43.3% have shown abilities in the test. The set of U learners have shown the best abilities in the test.
- ✚ Classes of R 6th 5.3%, 7th 12.2%, and the U of 5th 5.8%, 6th 0.7% and 7th 19.4% of learners secured five marks out of marks, have shown outstanding abilities in the test. The set of U has attempted in test best ability.
- ✚ The researcher observes that group of U learners have shown best abilities in test item greater than group the R.

Fig. 4.5.2: The Location of Frequency Percentage for Item 02: Rhyme Production



(Sources: The Field Study)

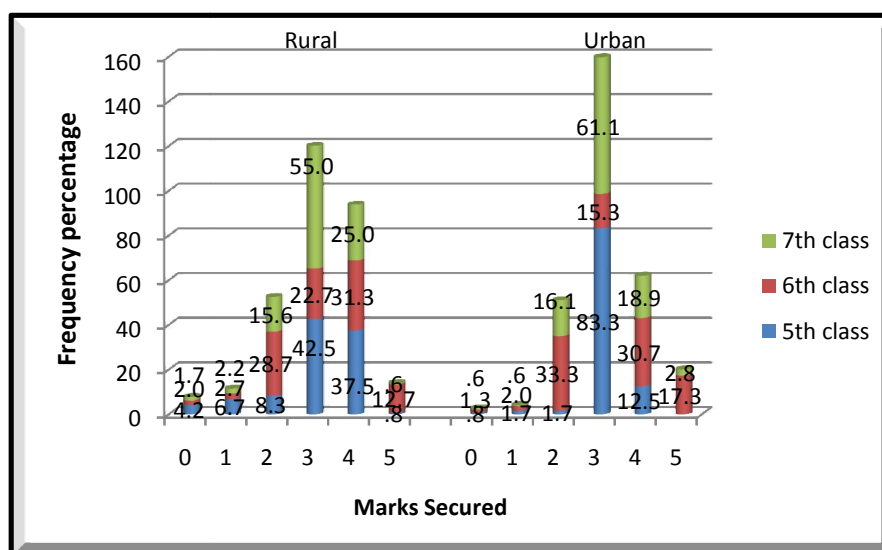
The above chart the numerical values of location for the “write the similar rhyming word.” The item tested the writing skills of learners. The data values are described as below.

- ✚ The R and U of students gained zero marks out of five marks. The statistical values, R learners of 5th 7.5%, 6th 19.3% and 7th 3.3%, and the U of 7th 1.1% of have shown the unknown abilities in the test. The group of U has shown good abilities in the test.
- ✚ The R and U of students scored one mark out of five marks. The classes of R 5th 5.8%, 6th 19.3% and 7th 23.3%, and the U 5th 0.8%, 6th 7.3% and 7th 11.1% of learners have shown very poor abilities in the test item. The set of U has shown best abilities in the test.
- ✚ The classes of the R 5th 20.8%, 6th 44.8% and 7th 21.7%, and the U 5th 57.5%, 6th 58% and 7th 26.1% of learners secured two marks out of five marks, and have

shown deprived abilities in the test. The group of R has shown best abilities in the test.

- ✚ The R and U of learners secured three marks out of five marks. The R learners of 5th 6.7%, 6th 15.3% and 7th 26.1%, and the U 5th 30%, 6th 33.3% and 7th 32.8% have shown standard abilities in the test. The group of U has shown the best performance in the test.
- ✚ The R and U of learners achieved four marks out of five marks. The classes of U of 5th 13.3%, 6th 0.7% and 7th 25.6%, and the U 5th 2.5%, 6th 1.3% and 7th 23.3% of learners have shown bright abilities in the test. The group of R has shown good abilities more than U.
- ✚ The R and U of three classes secured five marks out of five marks. The R learners of 5th 45.8%, 6th 0.6%, and the U 5th 9.2% and 7th 5.6% have shown the outstanding abilities in the test. The group of R of class 5th has shown good abilities in the test.
- ✚ The researcher concludes that the R of 5th, and U of 6th and 7th of learners have shown the best abilities in the test item.

Fig. 4.5.3: The Location of Frequency Percentage for Item 03: Rhyme Pronunciation



(Sources: The Field Study)

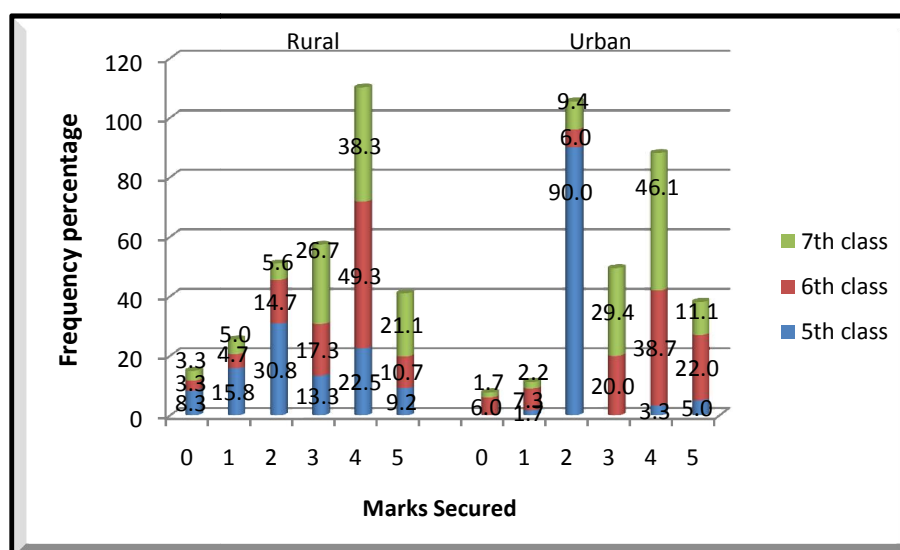
The graph displays values of three grades of the different Locality for “find out the pronunciation of the underline letter.” The item tested the listening skills of learners. Thus, the data values are analysed as below:

- ✚ The R and U of learners secured five marks out of five marks. The classes of R of 5th 0.8%, 6th 12.7% and 7th 0.6%, and the U 6th 17.3% and 7th 2.8% of learners

have shown outstanding abilities in the test. The group of R has shown good abilities in the test.

- ✚ The classes of R of 5th 37.5%, 6th 31.3% and 7th 25%, and the U 5th 12.5%, 6th 30.7% and 7th 18.9% of learners secured four marks out of five marks, and have shown excellent abilities in the test. The set of R has shown the best performance in the test.
- ✚ The R and U of learners secured three marks out of five marks. As per data, R learners of 5th 42.5%, 6th 22.7% and 7th 55%, and the U 5th 83.3%, 6th 15.3% and 7th 61.1% have shown standard abilities in the test. The group of U has shown better performance in the test, greater than R.
- ✚ The students scored two marks out of five marks. The classes of R 5th 8.3%, 6th 28.7% and 7th 15.6%, and the U 5th 1.7%, 6th 33.3% and 7th 16.1% of the learners have shown poor abilities in the test.
- ✚ The learners achieved one mark out of five marks. The data values of classes of R 5th 6.7%, 6th 2.7% and 7th 2.2%, and the U 5th 1.7%, 6th 1.3% and 7th 0.6% of learner have shown feeble abilities in the test.
- ✚ The learners of R and U awarded zero marks out of five marks. The classes of R of 5th 4.2%, 6th 2% and 7th 1.7%, and the U 5th 0.8%, 6th 1.3% and 7th 0.6% of learners have shown unfamiliar in the test.
- ✚ The investigator notices that the group of R has given better results.

Fig. 4.5.4: The Location of Frequency Percentage for Item 04: Silent Letters

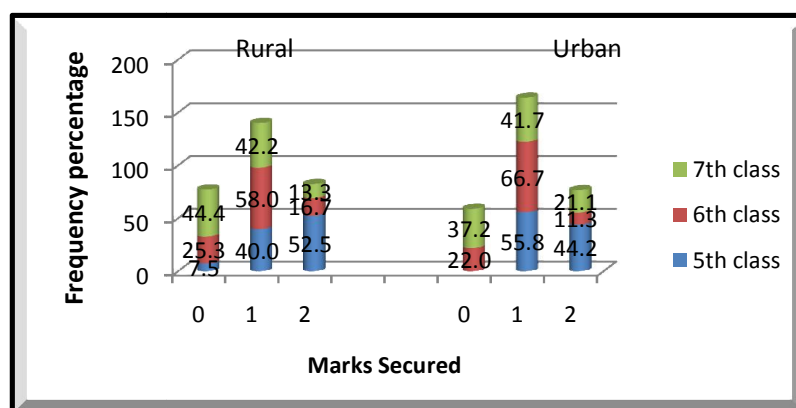


(Sources: The Field Study)

The graph reveals the results of three grades of R and U for the “underline the silent letters.” The item tested for speaking skills of the learners. Hence, the data values are analysed as below:

- ✚ The students of R and U secured zero marks out of five marks. As per data, the R of 5th 8.3%, 6th 3.3% and 7th 3.3%, and the U 6th 6% and 7th 1.7% of learners shown unfamiliar in the test item.
- ✚ The learners of R and U secured one mark out of five marks. As per data values, R of 5th 15.8%, 6th 4.7% and 7th 5% and the U 5th 1.7%, 6th 7.3% and 7th 2.2% of the learners have shown feeble abilities in the test.
- ✚ The R and U of learners secured two marks out of five marks. As per data values, classes of R 5th 30.8%, 6th 14.7% and 7th 5.6%, and the U 5th 90%, 6th 6% and 7th 9.4% of learners have shown deprived abilities in the test.
- ✚ Out of five marks three marks secured by R learners of 5th 13.3%, 6th 17.3% and 7th 26.7% and the U students of 6th 20% and 7th 29.4% have shown standard abilities in the test. As well as, the U has shown best in the test.
- ✚ The learners of R and U secured four marks out of five marks. The R learners of 5th 22.5%, 6th 49.3% and 7th 38.3%, and U of 5th 3.3%, 6th 38.7% and 7th 46.1% have shown bright abilities in the test. The group of R has shown best abilities greater than U.
- ✚ The learners of R and U secured five marks out of five marks. The graph values, R learners of 5th 9.2%, 6th 10.7% and 7th 21.1%, and the U 5th 5%, 6th 22% and 7th 11.1% have shown excellent abilities in the test.
- ✚ The researcher concludes that the group of R learners of 5th and 7th, as well as, class 6th of U has shown best results in test item.

Fig. 4.5.5: The Location of Frequency Percentage for Item 05: Multiple Choices

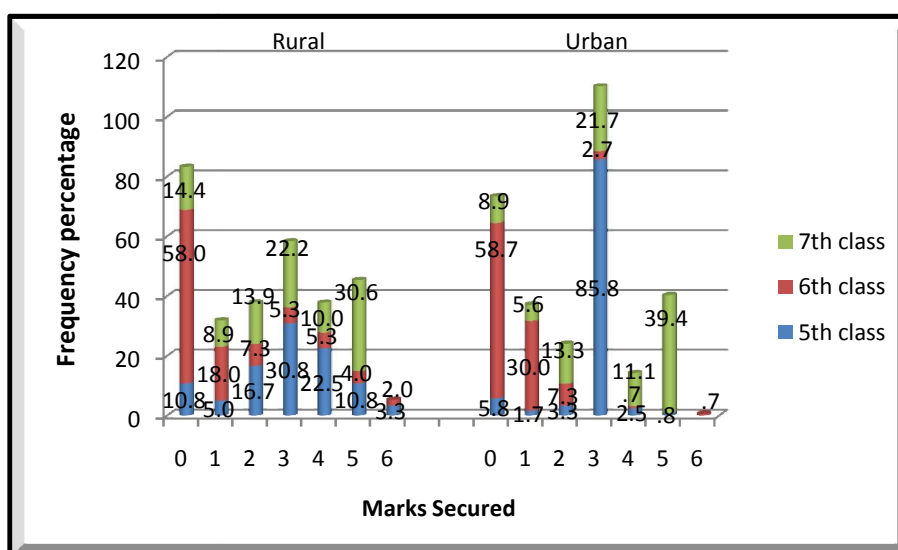


(Sources: The Field Study)

The chart displays the values of three classes of the R and U for the “multiple choices.” The item tested the vocabulary skills of the learners. The data values are analysed as below:

- ✚ The R learners of 5th 7.5%, 6th 25.3% and 7th 44.4%, and U learners of 6th 22% and 7th 37.2% have secured zero marks out of two marks, have shown unfamiliar in the item. The U learners has shown the best abilities in the test.
- ✚ The scorers secured one mark out of two marks. The classes of R of 5th 40%, 6th 58% and 7th 42.2%, and the U 5th 55.8%, 6th 66.7% and 7th 41.7% of learners scored one mark, and have shown standard abilities in the test. The set of U has shown the best abilities.
- ✚ The item scored two marks out of two marks. The learners of R 5th 52.5%, 6th 16.7% and 7th 13.3%, and the U 5th 44.2%, 6th 11.3% and 7th 21.1% have shown excellent abilities in the test. Thus, the U students have shown the best in the test item.
- ✚ The investigator views that the R of class 6th, and the U of classes 5th and 7th of learners have shown the best abilities in the test.

Fig. 4.5.6: The Location of Frequency Percentage for Item 06: Gap Filling

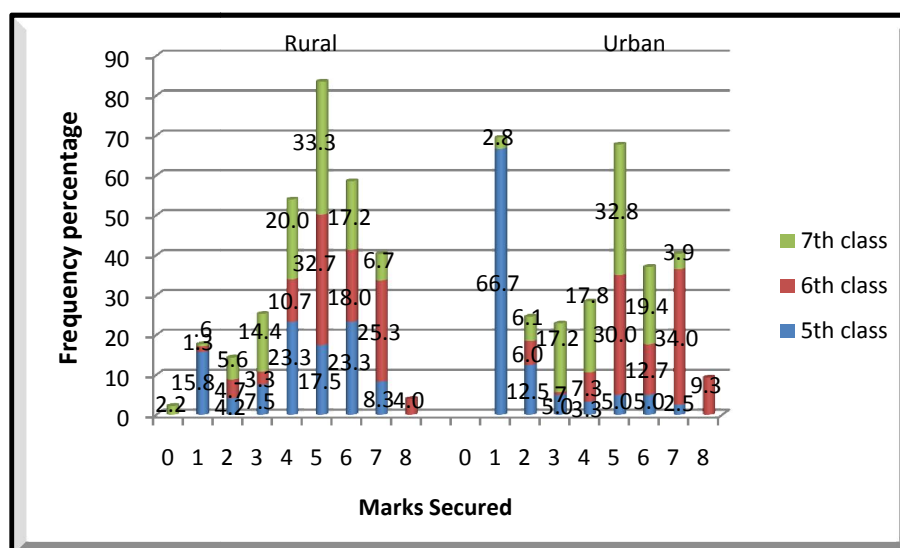


(Sources: The Field Study)

The chart displays the results of R and U of classes for “fill in the blanks with phrases.” The item tested the vocabulary skills of the learners. Hence, the data values are described as below:

- ✚ The classes of R 5th 10.8%, 6th 58% and 7th 14.4%, and the U 5th 5.8%, 6th 58.7% and 7th 8.9% of learners have scored zero marks out of six marks, and have shown the unfamiliar in the test.
- ✚ The students secured one mark out of six marks. The classes of R 5th 5%, 6th 18% and 7th 8.9%, and the U 5th 1.7%, 6th 30% and 7th 5.6% of learners have shown abilities in the test. The set of R has shown in the best.
- ✚ The R and U of learners scored two marks out of six marks. The classes of R 5th 16.7%, 6th 7.3% and 7th 13.9%, and the U 5th 3.3%, 6th 7.3% and 7th 13.3% of learners have shown poor abilities in the test.
- ✚ The learners of R and U secured three marks out of six marks. As per data sources, R of 5th 30.8%, 6th 5.3% and 7th 22.2%, and the U 5th 85.3%, 6th 2.7% and 7th 21.7% of learners have shown standard abilities in the test. The set of U has shown the best abilities.
- ✚ The learners of R and U scored four marks from six marks. The learners of R 5th 22.5%, 6th 5.3% and 7th 10%, and the U of 5th 2.5%, 6th 0.7% and 7th 11.1% of learners have shown good abilities in the test. The set of R has shown the excellent abilities rather than U.
- ✚ The students of R and U scored five marks out of six marks. The classes of R of 5th 10.8%, 6th 4% and 7th 30.6%, and the U 5th 0.8% and 7th 39.4% of learners have shown excellent abilities in the test. The three classes of group R has shown best abilities in the test item.
- ✚ The classes 7th of R and 5th and 6th of U of learners have not participated in test. The classes of R of 5th 3.3%, 6th 2% and the U of 6th 0.7% of learners have shown wonderful abilities in the test.
- ✚ The researcher observes that classes of R has shown the best results in the overall item test.

Fig. 4.5.7: The Location of Frequency Percentage for Item 07: Parts of Speech



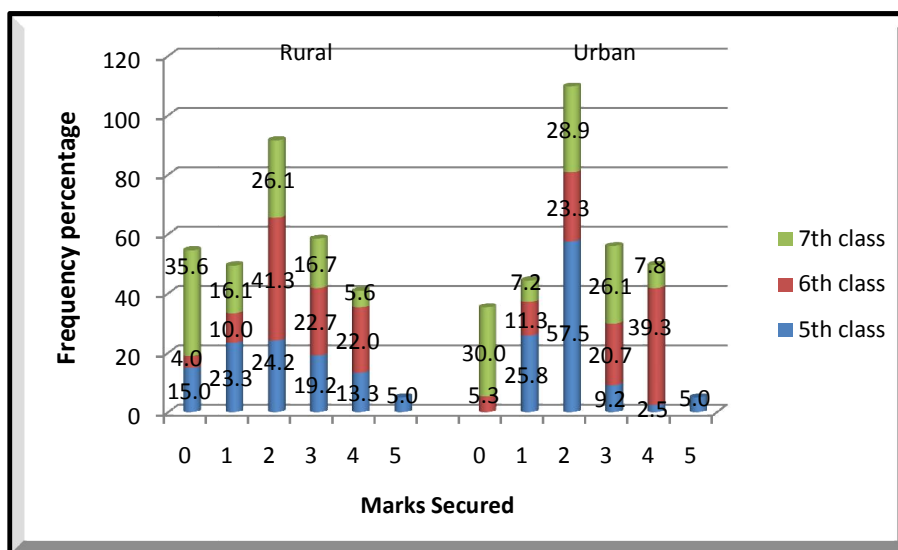
(Sources: The Field Study)

The graph displays values of three grades of the R and U for “fill in the blanks.” The item tested the grammatical and vocabulary skill of the learners. Thus, the data values are analysed as in the following:

- ✚ The learners of R 7th 2.2% have shown unfamiliar in the test. The learners have secured zero mark out of eight have shown the unknown in the test.
- ✚ The students of R of 5th 15.8%, 6th 1.3% and 7th 0.6%, and the U of 5th 66.7% and 7th 2.8% have scored one mark out of eight marks, and have shown feeble abilities. The group of R learners of class 5th learners have participated more in the test.
- ✚ The children awarded two marks out of eight marks. The classes of R 5th 4.2%, 6th 4.7% and 7th 5.6%, and the U 5th 12.5%, 6th 6% and 7th 6.1% of learners have shown poor abilities. The set of R has best in the test.
- ✚ The students of R and U scored three marks out of eight marks. The classes of R of 5th 7.5%, 6th 3.3% and 7th 14.4%, and the U of 5th 5%, 6th 0.7% and 7th 17.2% of learners have shown standard abilities in the test. The group of R of students has shown best in the test.
- ✚ The learners of R and U achieved four marks out of eight marks. The classes of R 5th 23.3%, 6th 10.7% and 7th 20%, and the U 5th 3.3%, 6th 7.3% and 7th 17.8% of learners have shown excellent abilities in the test. The R shown best ability in the test.

- ✦ Out of eight marks five marks secured by R learners of 5th 17.5%, 6th 32.7% and 7th 33.3%, and the U 5th 5%, 6th 30% and 7th 32.8% have shown the outstanding abilities in the test. The set of R has outstanding skills.
- ✦ The learners of R and U scored six marks out of eight marks. The classes of R 5th 23.3%, 6th 18% and 7th 17.2%, and the U 5th 5%, 6th 12.7% and 7th 3.9% of the learners have shown wonderful abilities in the test.
- ✦ The R and U of learners secured seven marks out of eight marks. The classes of R 5th 8.3%, 6th 25.3% and 7th 6.7%, and the U 5th 2.5%, 6th 34% and 7th 3.9% of learners have shown outstanding abilities in the test. Thus, R and U of 6th has shown best abilities.
- ✦ Eight marks out of eight marks secured by R and U learners of 6th 4%, 9.3% of have shown the best performance in test item.
- ✦ The researcher finds that R of 5th class, U of 6th and 7th of learners have shown best in results more than other classes.

Fig. 4.5.8: The Location of Frequency Percentage for Item 08: Translation



(Sources: The Field Study)

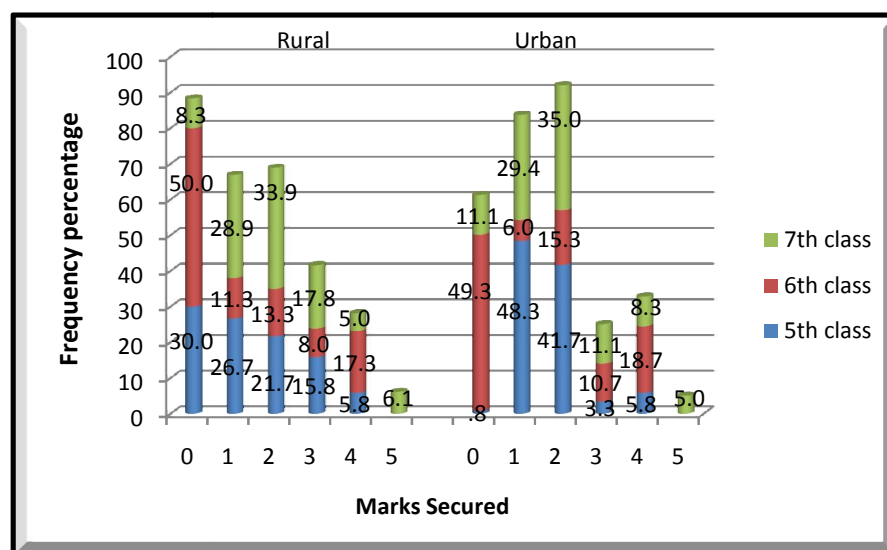
The chart displays the numerical values of the R and U for “translation.” The item tested the vocabulary and comprehension skills of the learners. Thus, the data results are analysed as below:

- ✦ The students of class 5th of R and U secured five marks out of five marks. The classes of R and U of 5th 5%, 5% of learners have shown the best abilities in the test.

- ✦ The classes of R of 5th 13.3%, 6th 22% and 7th 5.6%, and the U 5th 2.5%, 6th 39.3% and 7th 7.8% of learners have secured four marks out of five marks. The learners have shown excellent abilities in the test. The group of U has shown good ability in the test.
- ✦ The group of R and U of 5th 19.2%, 9.2%, 6th 22.7%, 20.7% and 7th 16.7%, 26.1% of learners scored three marks out of five marks, and have standard abilities in the test. As well as, R has shown the best in test.
- ✦ The learners of R and U secured two marks out of five marks. The classes of R of 5th 24.2%, 6th 41.3% and 7th 26.1%, and the U 5th 57.5%, 6th 23.3% and 7th 28.9% of learners have shown deprived abilities in the test. The U has fallen into the deprived ability in the test.
- ✦ The R and U of students secured one mark out of five marks. The classes of R 5th 23.3%, 6th 10% and 7th 16.1%, and the U learners of 5th 25.8%, 6th 11.3% and 7th 7.2% have shown in the test item.
- ✦ The learners scored zero marks out of five marks. The classes of R of 5th 15%, 6th 4% and 7th 35.6%, and the U 6th 5.3% and 7th 30% of learners have shown unfamiliar abilities in the test. The group of R has shown more unfamiliar.
- ✦ The researcher observes that classes 5th and 7th of R has the best ability in test. As well as, the U of 6th of learners have shown best in results in the test.

Fig. 4.5.9: The Location of Frequency Percentage for Item 09:

Rearrange the Words into Sentences



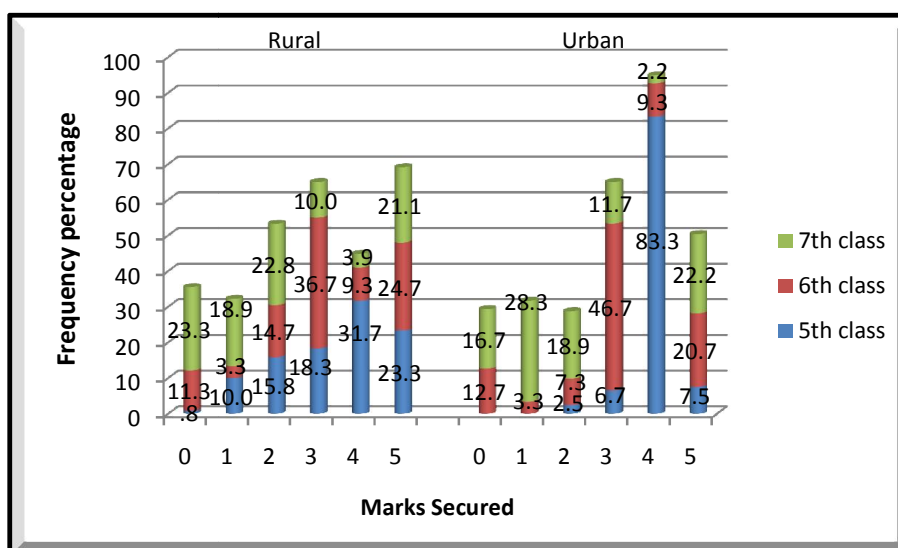
(Sources: The Field Study)

The graph displays values of three classes of different field by the R and U in “rearranging the words into meaningful sentences.” The item tested the grammatical ability of the learner. The data results are analysed as in the following:

- ✚ The learners of R and U secured zero marks out of five marks. The R of 5th 30%, 6th 50% and 7th 8.3%, and the U 5th 0.8%, 6th 49.3% and 7th 11.1% of learners have shown unfamiliar in the test.
- ✚ The students achieved one mark out of five marks. The classes of R 5th 26.7%, 6th 11.3% and 7th 28.9%, and the U learners of 5th 48.3%, 6th 6% and 7th 29.4% have shown feeble abilities in the test. The group of U has shown less ability rather than the R.
- ✚ The learners secured two marks out of five marks. The classes of R of 5th 21.7%, 6th 11.3% and 7th 28.9%, and the U 5th 41.7%, 6th 15.3% and 7th 35% of learners have shown the poor abilities in the test.
- ✚ The three classes of R and U secured three marks out of five marks. The learners of R 5th 15.8%, 6th 8% and 7th 17.8%, and the U 5th 3.3%, 6th 10.7% and 7th 11.1% have shown standard abilities in the test.
- ✚ The learners scored four marks out of five marks. The classes of R 5th 5.8%, 6th 17.3% and 7th 5%, and the U 5th 5.8%, 6th 18.7% and 7th 8.3% of learners have shown the good abilities in the test item.
- ✚ The learners have secured five marks out of five marks. The learners of R 5th 6.1% and the U of 5th 5% have shown excellent abilities in the test. Thus, both R and U has shown the same abilities in item test.
- ✚ The investigator notices that groups of R and U of learners have shown average results in the test.

Fig. 4.5.10: The Location of Frequency Percentage for Item 10:

Match the Words With Meaningful



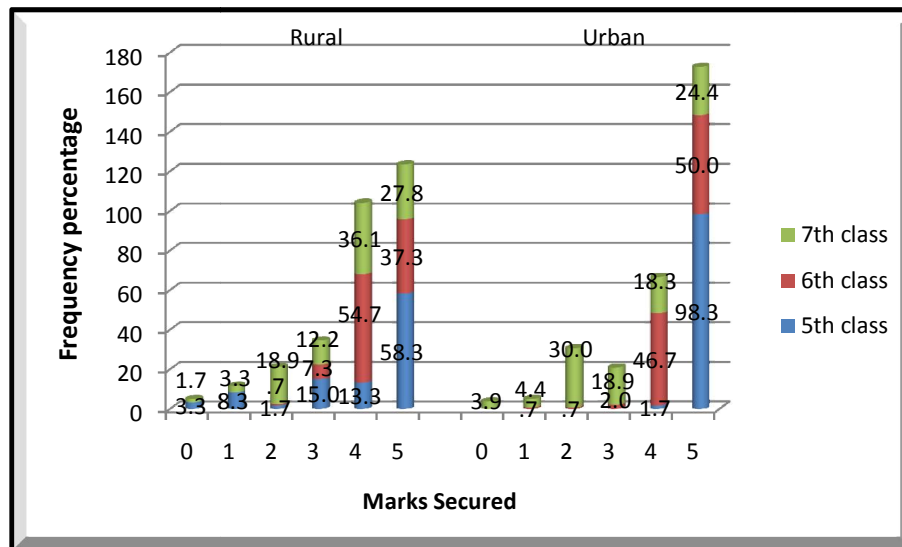
(Sources: The Field Study)

The above graph reveals results of three grades of the R and U for the item “match with the meaningful word.” The item tested the vocabulary ability of the learners. The data values are analysed as below:

- ✚ The students of R and U scored zero award out of five marks. The R 5th 0.8%, 6th 11.3% and 7th 23.3%, and the U 6th 12.7% and 7th 16.7% of learners have shown very poor in the test.
- ✚ The children achieved one mark out of five marks. The R of 5th 10%, 6th 3.3% and 7th 18.9% and the U 6th 3.3% and 7th 28.3% of learners have shown feeble abilities in the test.
- ✚ The scorers achieved two marks out of five marks. The classes of R 5th 15.8%, 6th 14.7% and 7th 22.8%, and the U 5th 2.5%, 6th 7.3% and 7th 18.9% of learners have shown deprived abilities in the test.
- ✚ The learners awarded three marks out of five marks. The classes of R of 5th 18.3%, 6th 36.7% and 7th 10%, and the U 5th 6.7%, 6th 46.7% and 7th 11.7% of learners have shown standard abilities in the test.
- ✚ The learners of R and U scored four marks out of five marks. The learners of R of 5th 31.7%, 6th 9.3% and 7th 3.9%, and the U 5th 83.3%, 6th 9.3% and 7th 2.2% of learners have bright abilities in the test item.

- ✚ The students achieved five marks out of five marks. The learners of R 5th 23.3%, 6th 24.7% and 7th 21.1%, and the U 5th 7.5%, 6th 20.7% and 7th 22.2% have excellent abilities in the test.
- ✚ The researcher notices that three classes of U have shown best in results in the test item greater than the R.

Fig. 4.5.11: The Location of Frequency Percentage for Item 11: Word Association



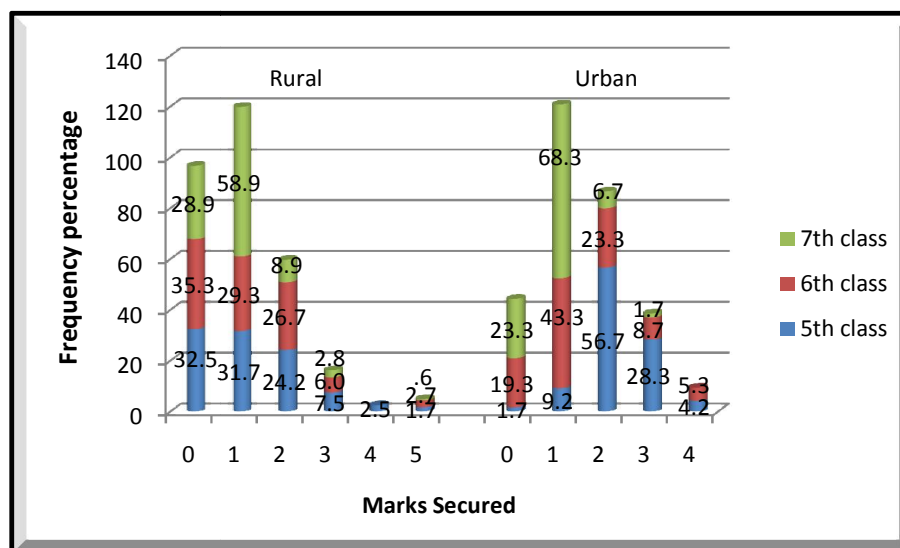
(Sources: The Field Study)

The graph displays the values of three grades of the R and U for the item “the word does not belong to group.” The item tested the vocabulary of the learners. The data values are analysed as below:

- ✚ The students of R 5th 3.3% and 7th 1.7%, as well as, the U 7th 3.9% secured zero marks out of five marks indicating dismal performance in the test.
- ✚ The learners secured one mark out of five marks. The classes of R of 5th 8.3% and 7th 3.3%, and the U of 6th 0.7% and 7th 4.4% of learners have feeble abilities in the test item.
- ✚ The students of R 5th 1.7%, 6th 0.7% and 7th 18.9%, and the U 6th 0.7% and 7th 30% of learners secured two marks out of five marks, and have shown deprived abilities in the test. The group of U has shown best ability.
- ✚ The children of R of 5th 15%, 6th 7.3% and 7th 12.2%, and the U of 6th 2% and 7th 18.9% have secured three marks out of five marks have shown standard abilities in the test.

- ✚ The learners of R 5th 13.3%, 6th 54.7% and 7th 36.1%, and the U of 5th 1.7%, 6th 46.7% and 7th 18.3% have achieved four marks out of five marks and have bright abilities in the test.
- ✚ The students of three classes of R 5th 58.3%, 6th 37.3% and 7th 27.8%, and the U of 5th 98.3%, 6th 50% and 7th 24.4% achieved five marks out of five marks, and have shown the excellent abilities in the test. Thus, U has shown the best abilities in the test.
- ✚ The examiner observes that group of the U has shown best in abilities in the test, greater than the set of the R.

Fig. 4.5.12: The Location of Frequency Percentage for Item 12: Tenses



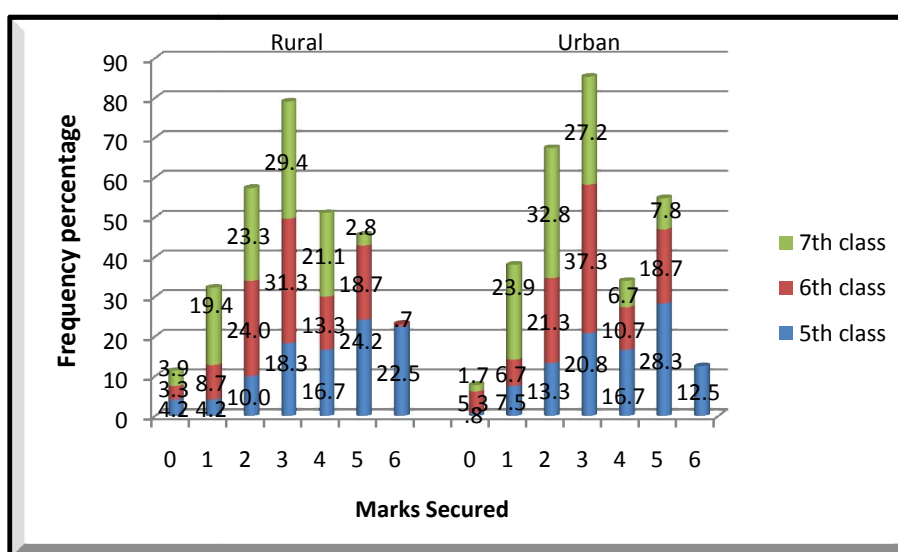
(Sources: The Field Study)

The graph displays the results of three grades of the R and U on “write the sentences into past simple tense”. The item tested the grammar abilities of the learners. Thus, data results are analysed as in the following:

- ✚ The students of R 5th 32.5%, 6th 35.3% and 7th 28.9%, and the U of 5th 1.7%, 6th 19.3% and 7th 23.3% secured zero mark out of five marks, and have shown unfamiliar in the test item.
- ✚ The classes of R 5th 31.7%, 6th 29.3% and 7th 58.9%, and the U 5th 9.2%, 6th 43.3% and 7th 68.3% of learners have scored one mark out of five marks, and have shown feeble abilities in the test.
- ✚ The students of R 5th 21.2%, 6th 26.7% and 7th 8.9%, and the U 5th 56.7%, 6th 23.3% and 7th 6.7% achieved two marks out of five marks, and have shown deprived abilities in the test.

- ✦ The learners of R and U secured three marks out of five marks. The classes of R of 5th 7.5%, 6th 6% and 7th 2.8%, and the U 5th 28.3%, 6th 8.7% and 7th 1.7% of learners have shown standard abilities in the test.
- ✦ The students of R of 5th 2.5% and the U 5th 4.2% and 6th 5.3% secured four marks out of five marks, and have shown bright abilities in the test.
- ✦ The classes of R of 5th 1.7%, 6th 2.7% and 7th 0.6% of learners have secured five marks out of five marks, and have shown the excellent abilities in the test.
- ✦ The researcher observes that the U and R has shown poor abilities in the test.

Fig. 4.5.13: The Location of Frequency Percentage for Item 13: Missing Letters



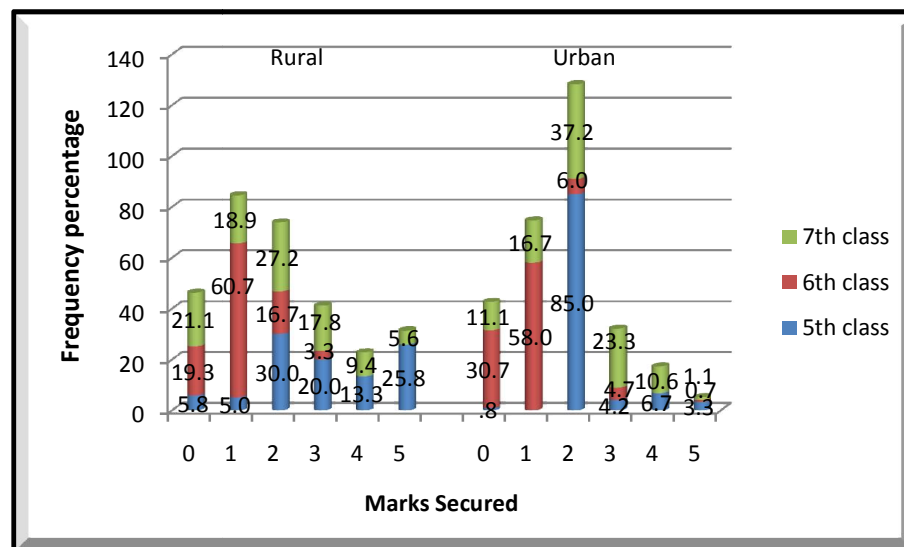
(Sources: The Field Study)

The above graph displays the values of three classes of the R and U for “write the missing letters.” The item tested the writing skills of the learners. Thus, the data values are illustrated as in the following:

- ✦ The students of R 5th 4.2%, 6th 3.3% and 7th 3.9%, and the U 5th 0.8%, 6th 5.3% and 7th 1.7% achieved zero marks out of six marks, and have shown dismal performance in the test.
- ✦ The learners of R of 5th 4.2%, 6th 8.7% and 7th 19.4%, and the U of 5th 7.5%, 6th 6.7% and 7th 23.9% scored one mark out of six marks, and have shown the feeble abilities in the test.
- ✦ The learners of R and U achieved two marks out of six marks. The classes of R of 5th 10%, 6th 24% and 7th 23.3%, and the U 5th 13.3%, 6th 21.3% and 7th 32.8% of learners have shown the deprived abilities in the test.

- ✚ The classes of R of 5th 18.3%, 6th 31.3% and 7th 29.4%, and the U of 5th 20.8%, 6th 37.3% and 7th 27.2% of learners achieved three marks out of six marks, and have shown standard abilities in the test.
- ✚ The learners of R of 5th 16.7%, 6th 13.3% and 7th 21.1%, and the U of 5th 16.7%, 6th 10.7% and 7th 6.7% scored four marks out of six marks, and have bright abilities in the test.
- ✚ The students of R of 5th 24.2%, 6th 18.7% and 7th 2.8%, and the U of 5th 28.3%, 6th 18.7% and 7th 7.8% achieved five marks out of six marks, and have shown the excellent abilities in the test.
- ✚ The classes of R of 5th 22.5% and 6th 0.7%, as well as, the U of 5th 12.5% secured six marks out of six marks, and have shown the outstanding abilities in the test.
- ✚ The researcher notices that the classes of 5th, 6th of R, and class 7th of U learners have shown best results in test item.

Fig. 4.5.14: The Location of Frequency Percentage for Item 14: Jumbled Letters



(Sources: The Field Study)

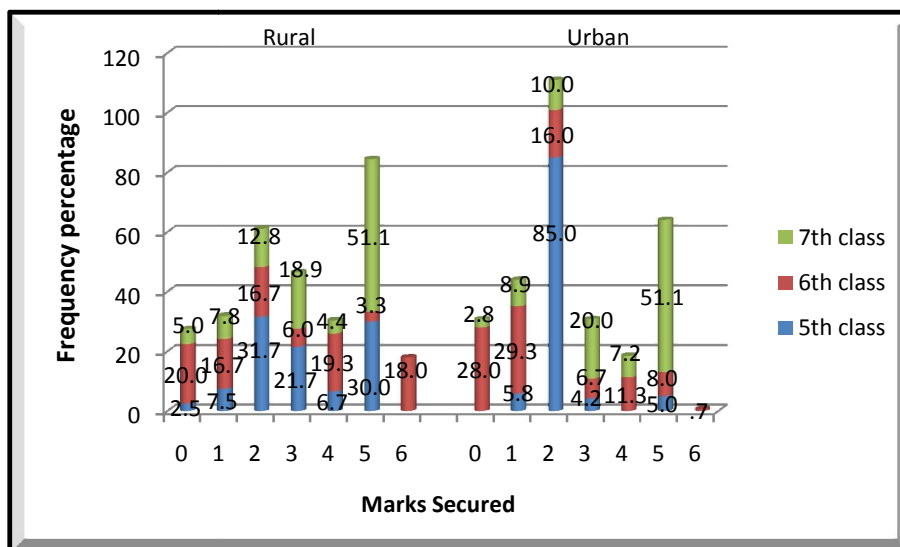
The graph reveals the results of three classes of the R and U for the “jumbled letters.” The item tested the writing skill of the learners. Thus, the data values are described as below:

- ✚ The students of R of 5th 5.8%, 6th 19.3% and 7th 21.1%, and the U of 5th 0.8%, 6th 30.7% and 7th 11.1% secured zero mark out of five marks, and have shown unknown abilities in the test item.

- ✦ The classes of R 5th 5%, 6th 60.7% and 7th 18.9%, and the U of 6th 58% and 7th 16.7% of learners scored one mark out of five marks, and have feeble abilities in the test.
- ✦ The students of R of 5th 30%, 6th 16.7% and 7th 27.2%, and the U of 5th 85%, 6th 6% and 7th 37.2% awarded two marks out of five marks, and have shown deprived abilities in the test. The set of U has more participants in the test.
- ✦ The contributors of R of 5th 20%, 6th 3.3% and 7th 17.8%, and U learners of 5th 4.2%, 6th 4.7% and 7th 23.3% achieved three marks out of five marks, and have standard abilities in the test. The group of R shown the best abilities.
- ✦ The scorers of R of 5th 13.3% and 7th 9.4%, and the U of 5th 6.7% and 7th 10.6% awarded four marks out of five marks, and have shown bright abilities in the test. The set of R has shown the best results in the test.
- ✦ The learners of R of 5th 25.8% and 7th 5.6%, and the U of 5th 3.3%, 6th 0.7% and 7th 1.1% secured five marks out of five marks, and have shown excellent abilities of in test item. The R has shown the excellent abilities in the test.
- ✦ The researcher notices that class of R of students has shown best abilities in the test item greater than the U.

Fig. 4.5.15: The Location of Frequency Percentage for Item 15:

Match the Opposite Words

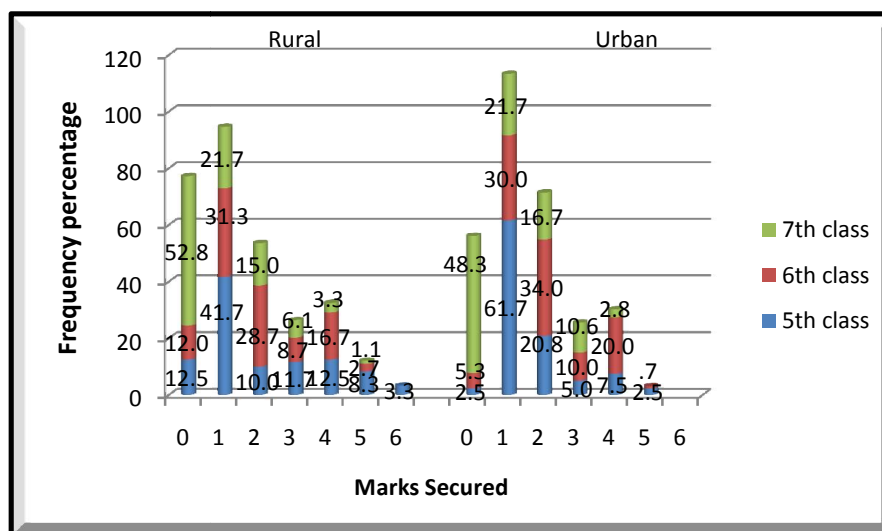


(Sources: The Field Study)

The chart displays the values of three grades of the R and U for “match the opposite words.” The item tested the vocabulary abilities of the learners. The data values are described as in the following:

- ✦ The learners of R and U of 7th 18%, 0.7% of students have secured six marks out of six marks, and have shown outstanding abilities in the test. The group of the R has shown the best.
- ✦ The students of R of 5th 30%, 6th 3.3% and 7th 51.1%, and the U of 5th 5%, 6th 8% and 7th 51.1% scored five marks out of six marks, and have shown excellent abilities in the test. The group R has shown the best results.
- ✦ The students of R 5th 6.7%, 6th 19.3% and 7th 4.4%, and the U of 6th 11.3% and 7th 7.2% achieved four marks out of six, and have shown bright abilities in the test.
- ✦ The classes of R of 5th 21.7%, 6th 6% and 7th 18.9%, and the U of 5th 4.2%, 6th 6.7% and 7th 20% of learners secured three marks out of five marks, and have shown standard abilities in the test.
- ✦ The learners of R 5th 31.7%, 6th 16.7% and 7th 12.8%, and the U 5th 85%, 6th 16% and 7th 10% awarded two marks out of six marks, and have shown the deprived abilities in the test.
- ✦ The R 5th 7.5%, 6th 16.7% and 7th 7.8%, and the U of 5th 5.8%, 6th 29.3% and 7th 8.9% of learners scored one mark out of six, and have shown feeble abilities.
- ✦ The learners achieved zero marks out of six marks. The classes of R of 5th 2.5%, 6th 20% and 7th 5%, and the U 6th 28% and 7th 2.8% of students have shown unknown in the test.
- ✦ The investigator observes that the classes of 5th, 6th of R and U of class 7th of learners have shown best abilities in the test.

Fig. 4.5.16: The Location of Frequency Percentage for Item 16: Abbreviations

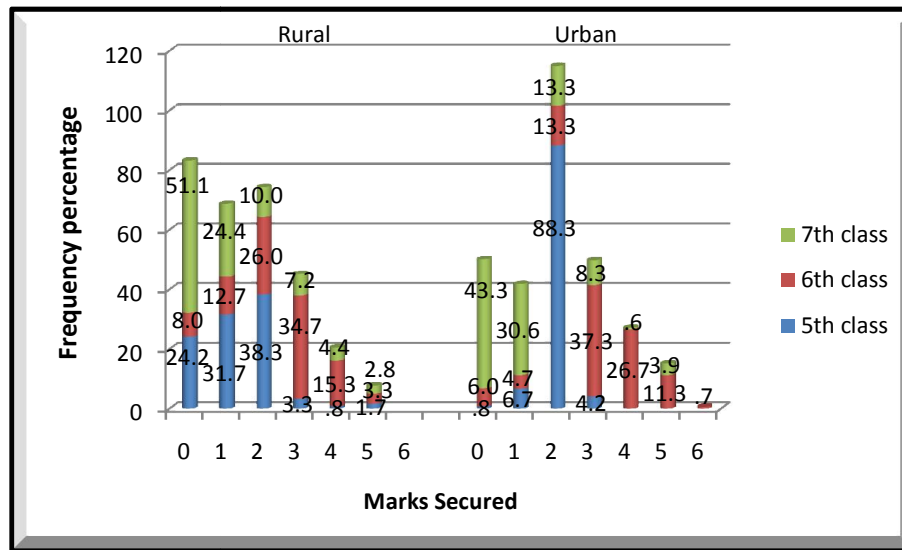


(Sources: The Field Study)

The graph reveals the results of three groups of the R and U for the “abbreviations.” The item tested the writing skills of the learners. Hence, the data values are analysed as in the following:

- ✚ The class of 5th 3.3% of R has secured six marks out of six marks, and has shown the outstanding abilities in the test.
- ✚ The students of R of 5th 8.3%, 6th 2.7% and 7th 1.1%, and the U of 5th 2.5% and 6th 0.6% secured five marks out of six marks, and have shown excellent abilities in the test. Thus, R has shown the best abilities in the test item.
- ✚ The learners of R and U secured four marks out of six marks. The classes of R of 5th 12.5%, 6th 16.7% and 7th 3.3%, and the U 5th 7.5%, 6th 20% and 7th 2.8% of learners have shown good skills in the test.
- ✚ The classes of R 5th 11.7%, 6th 8.7% and 7th 6.1%, and the U of 5th 5%, 6th 10% and 7th 10.6% of learners scored three marks out of six marks, and have shown standard abilities in the test.
- ✚ The learners of the R of in 5th 10%, 6th 28.7% and 7th 15%, and the U of in 5th 20.8%, 6th 34% and 7th 16.7% awarded two marks out of six marks. The learners have the deprived abilities of the test item.
- ✚ The learners of R and U scored one mark out of six marks. The classes of R of 5th 41.7%, 6th 31.3% and 7th 21.7%, and the U of 5th 61.7%, 6th 30% and 7th 21.7% of learners have shown feeble abilities in the test.
- ✚ The classes of R 5th 12.5%, 6th 12% and 7th 52.8%, and the U of 5th 2.5%, 6th 5.3% and 7th 48.3% achieved zero marks out of six marks, and have shown unknown in the test item.
- ✚ The examiner observes that the R and U has shown poor results in the overallly

Fig. 4.5.17: The Location of Frequency Percentage for Item17: Cloze Test



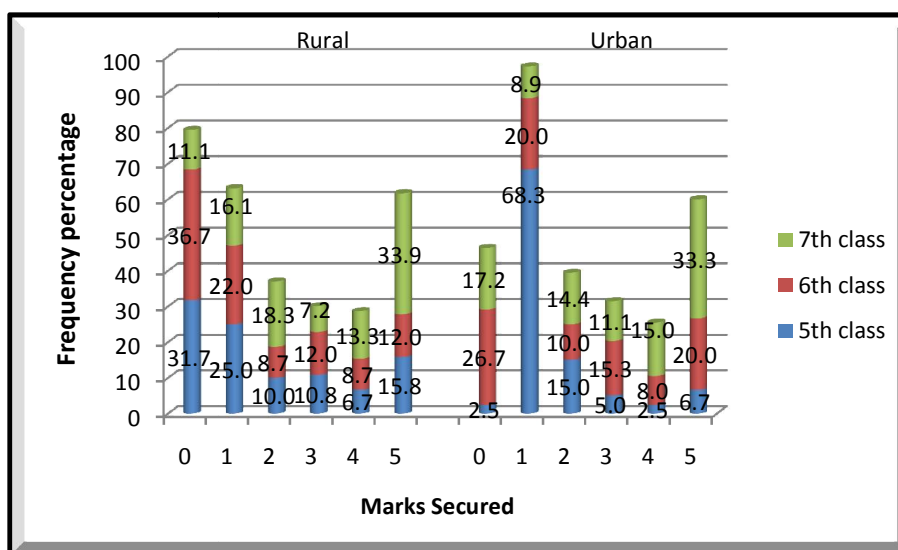
(Sources: The Field Study)

The above graph shows the results of the learners of R and U of three grades for the “Cloze test.” The item tested the grammatical and comprehension skills of the learners. Thus, the data values are illustrated as in the following:

- ✚ The students of U and R secured zero marks out of six marks. The classes of R 5th 24.2%, 6th 8% and 7th 51.1%, and the U of 5th 0.8%, 6th 6% and 7th 43.3% of learners have shown feeble abilities in the test item.
- ✚ The classes of R of 5th 31.7%, 6th 12.7% and 7th 24.4%, and the U of 5th 6.7%, 6th 4.7% and 7th 30.6% of learners secured one mark out of six marks, and have shown feeble abilities in the test.
- ✚ The learners of R of 5th 38.3%, 6th 26% and 7th 10%, and the U of 5th 88.3%, 6th 13.3% and 7th 13.3% achieved two marks out of six marks, and have shown deprived abilities in the test.
- ✚ The scorers of R of 5th 3.3%, 6th 34.7% and 7th 7.2%, and the U of 5th 4.2%, 6th 37.3% and 7th 8.3% achieved three marks out of six marks, and have shown the standard abilities in the test.
- ✚ The learners of R of 5th 0.8%, 6th 15.3% and 7th 4.4%, and the U of 6th 26.7% and 7th 0.6% have scored four marks out of six marks, and have shown bright abilities in the test item.
- ✚ The classes of R 5th 1.7%, 6th 3.3% and 7th 2.8%, and the U 6th 11.3% and 7th 0.6% scored five marks out of six marks, and have shown excellent abilities in the test. Thus, U of 6th has shown the best abilities.

- ✚ The learners of U of 6th 0.7% scored six marks out of six marks, and have shown the outstanding abilities in the test.
- ✚ The investigator concludes class 5th of R, the U learners of 6th and 7th have shown best abilities in the test.

Fig. 4.5.18: The Location of Frequency Percentage for Item 18: Word Chain



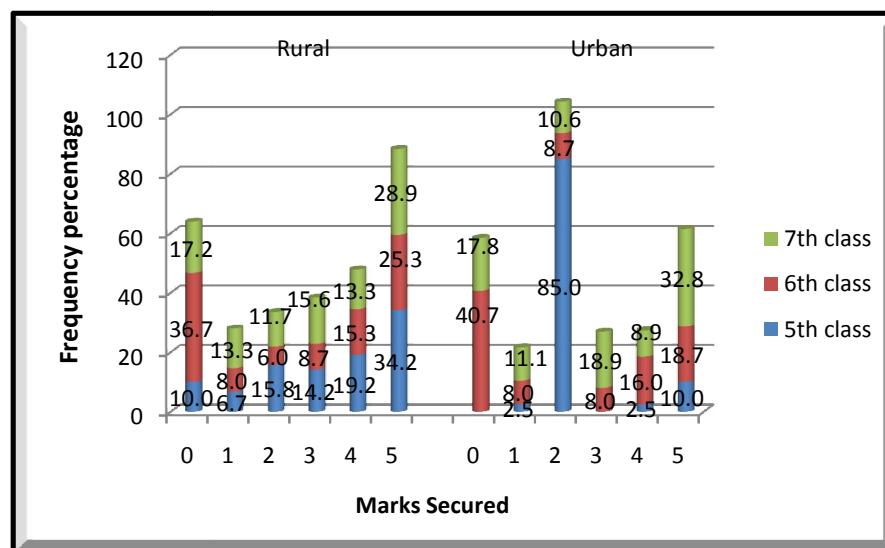
(Sources: The Field Study)

The above graph displays the values of three classes of the R and U for “the word chain.” The item tested the writing skills of the learners. The data values are analysed as below:

- ✚ The classes of R 5th 31.7%, 6th 36.7% and 7th 11.1%, and the U 5th 2.5%, 6th 26.7% and 7th 17.2% of learners scored zero marks out of five marks, and have shown unfamiliar in the test.
- ✚ The learners scored one mark out of five marks. The classes of R of 5th 25%, 6th 22% and 7th 16.1%, and the U 5th 68.3%, 6th 20% and 7th 8.9% of learners secured one mark and have shown feeble abilities in the test.
- ✚ The scorers of the R of 5th 10%, 6th 8.7% and 7th 18.3%, and the U 5th 15%, 6th 15% and 7th 14.4% secured two marks out of five marks, and have shown deprived abilities in the test.
- ✚ The learners of the R of 5th 10.38%, 6th 12% and 7th 7.2%, and the U of 5th 5%, 6th 15.3% and 7th 11.1% scored three marks out of five marks, and have shown standard abilities in the test.

- ✦ The scorers of the R of 5th 6.7%, 6th 8.7% and 7th 13.3%, and the U of 5th 2.4%, 6th 8% and 7th 15% achieved four marks out of five marks, and have shown the bright abilities in the test.
- ✦ The learners of R of 5th 15.8%, 6th 12% and 7th 33.9%, and the U of 5th 6.7%, 6th 20% and 7th 33.3% achieved five marks out of five marks, and have shown excellent abilities in the test.
- ✦ The researcher notes that class of 5th of R, and the U of 6th and 7th of have shown the best abilities in the test.

Fig. 4.5.19: The Location of Frequency Percentage for Item 19: Alphabetical Order



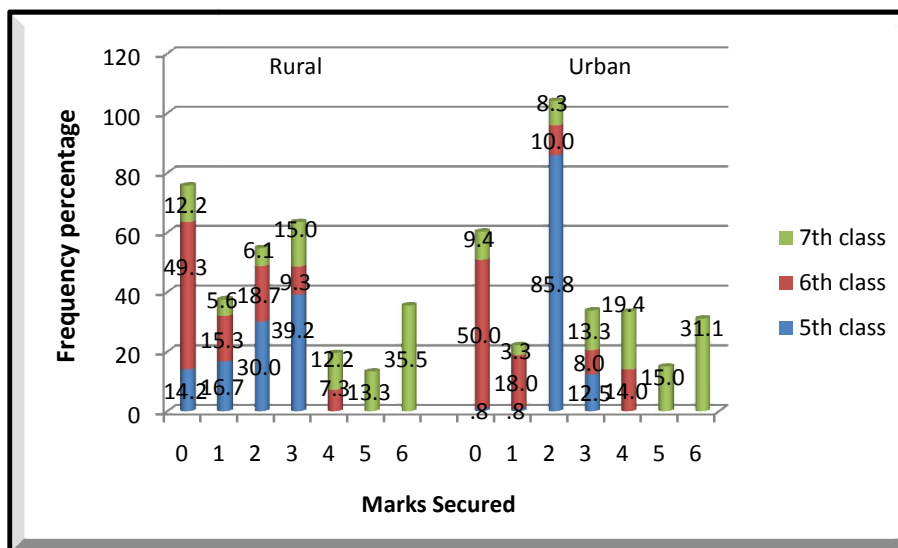
(Sources: The Field Study)

The chart displays the results of three classes of the R and U for the “alphabetical order.” The item tested the vocabulary of the learners. Hence, the data values are analysed as below:

- ✦ Out of five marks five marks secured by the students. The R of 5th 34.2%, 6th 25.3% and 7th 28.9%, and the U of 5th 10%, 6th 18.7% and 7th 32.8% have shown excellent abilities in the test. The set of R has shown best abilities over the U students.
- ✦ The classes of R 5th 19.2%, 6th 15.3% and 7th 13.3%, and the U 5th 2.5%, 6th 16% and 7th 8.9% of learners scored four marks out of five marks, and have shown bright abilities in the test item.
- ✦ The learners of R of 5th 14.2%, 6th 8.7% and 7th 15.6%, and the U of 6th 8% and 7th 18.9% achieved three marks out of five marks, and have shown standard abilities in the test.

- ✦ The scorers of R of 5th 15.8%, 6th 6% and 7th 11.7%, and the U of 5th 85%, 6th 8.7% and 7th 10.6% achieved two marks out of five marks, and have deprived abilities of test item. The set of R has shown the highest results.
- ✦ The learners of R of 5th 6.7%, 6th 8% and 7th 13.3%, and the U of 5th 2.5%, 6th 8% and 7th 11.1% achieved one mark out of five marks, and have shown feeble abilities in the test.
- ✦ The classes of R of 5th 10%, 6th 36.7% and 7th 17.2%, and the U of 6th 40.7% and 7th 17.8% awarded zero marks out of five marks, and have shown the unfamiliar in the test item.
- ✦ The examiner observes that the students of R have shown the best abilities in the test greater than the U.

Fig. 4.5.20: The Location of Frequency Percentage for Item 20: Semantic Mapping



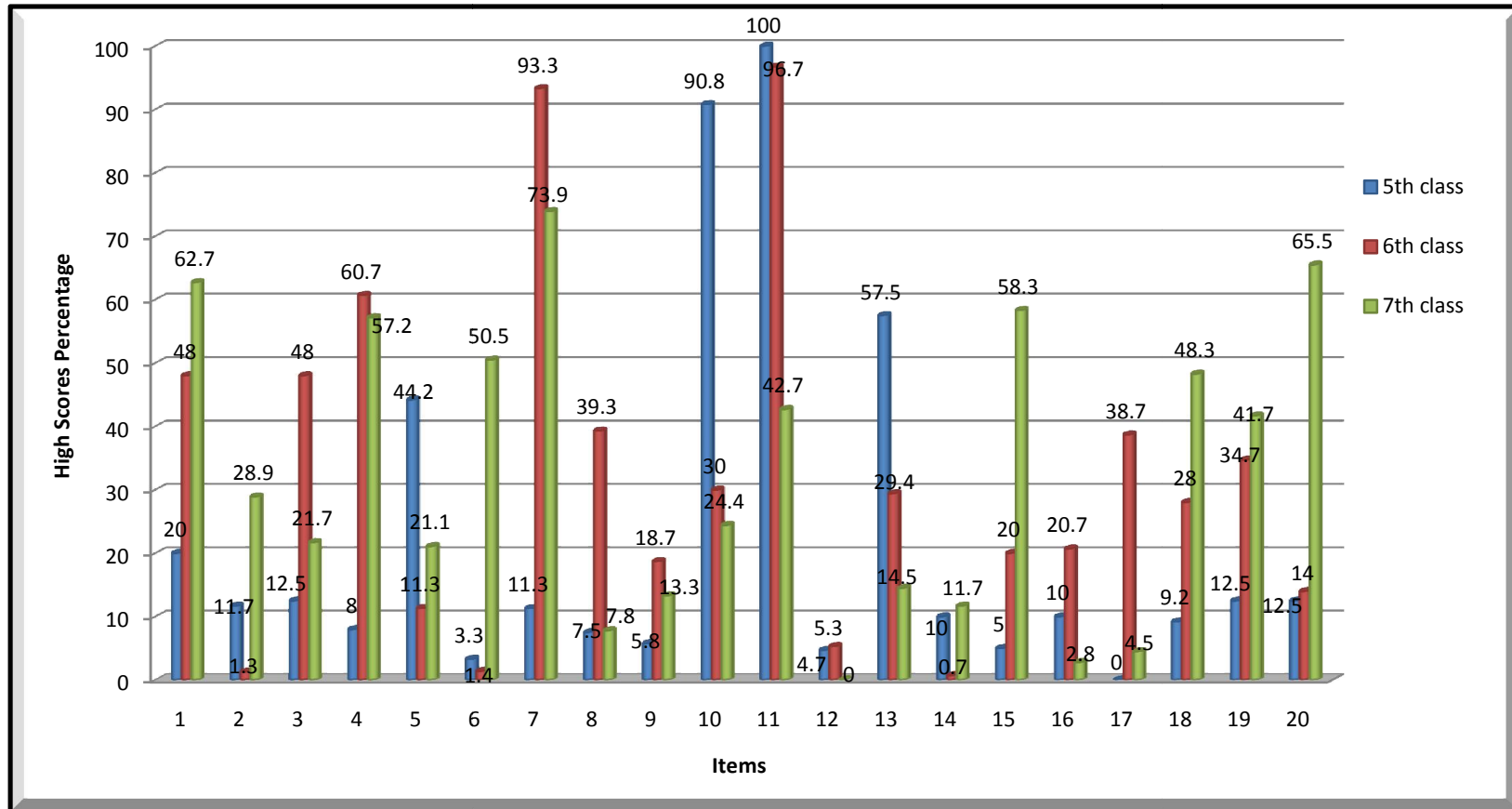
(Sources: The Field Study)

The above chart displays the values of the R and U for the “semantic mapping.” The item tested writing skills of the learners. The data values are analysed as below:

- ✦ The learners of R of 5th 14.2%, 6th 49.3% and 7th 12.2%, and the U of 5th 0.8%, 6th 50% and 7th 9.4% achieved zero mark out of six marks, and have shown unfamiliar in the test item.
- ✦ The classes of R of 5th 16.7%, 6th 15.3% and 7th 5.6%, and the U 5th 0.8%, 6th 18% and 7th 3.3% of learners awarded one mark out of six marks, and have shown feeble abilities in the test.

- ✚ The learners of R and U achieved two marks out of six marks. The classes of R of 5th 30%, 6th 18.7% and 7th 6.1%, and the U 5th 85.8%, 6th 10% and 7th 8.3% of learners have shown deprived abilities in the test.
- ✚ The classes of R 5th 39.2%, 6th 9.3% and 7th 15%, and the U 5th 12.5%, 6th 8% and 7th 13.3% of learners secured three marks out of six marks, and have shown standard abilities in the test.
- ✚ The learners of R 7th 13.3%, and the U of 7th 15% awarded four marks out of six marks, and have shown the bright abilities in the test.
- ✚ The learners of R 7th 35.5%, and the U of 7th 31.1% has scored six marks out of six marks, and have shown the outstanding abilities in the test.
- ✚ The researcher concludes that classes of 6th and 7th of R, and U of class 5th have shown the best abilities in test, rather than other classes.

Fig. 4.5.21: The Urban Students' of Items High Scores for Three Classes



(Sources: The Field Study)

The above graph displays the results of urban students' items high scores for the three classes. The items and high scores percentage (four and above four marks secured, in item five two marks, and item twentieth three marks for class 5th considered as high scores) of the data values are described as in the following:

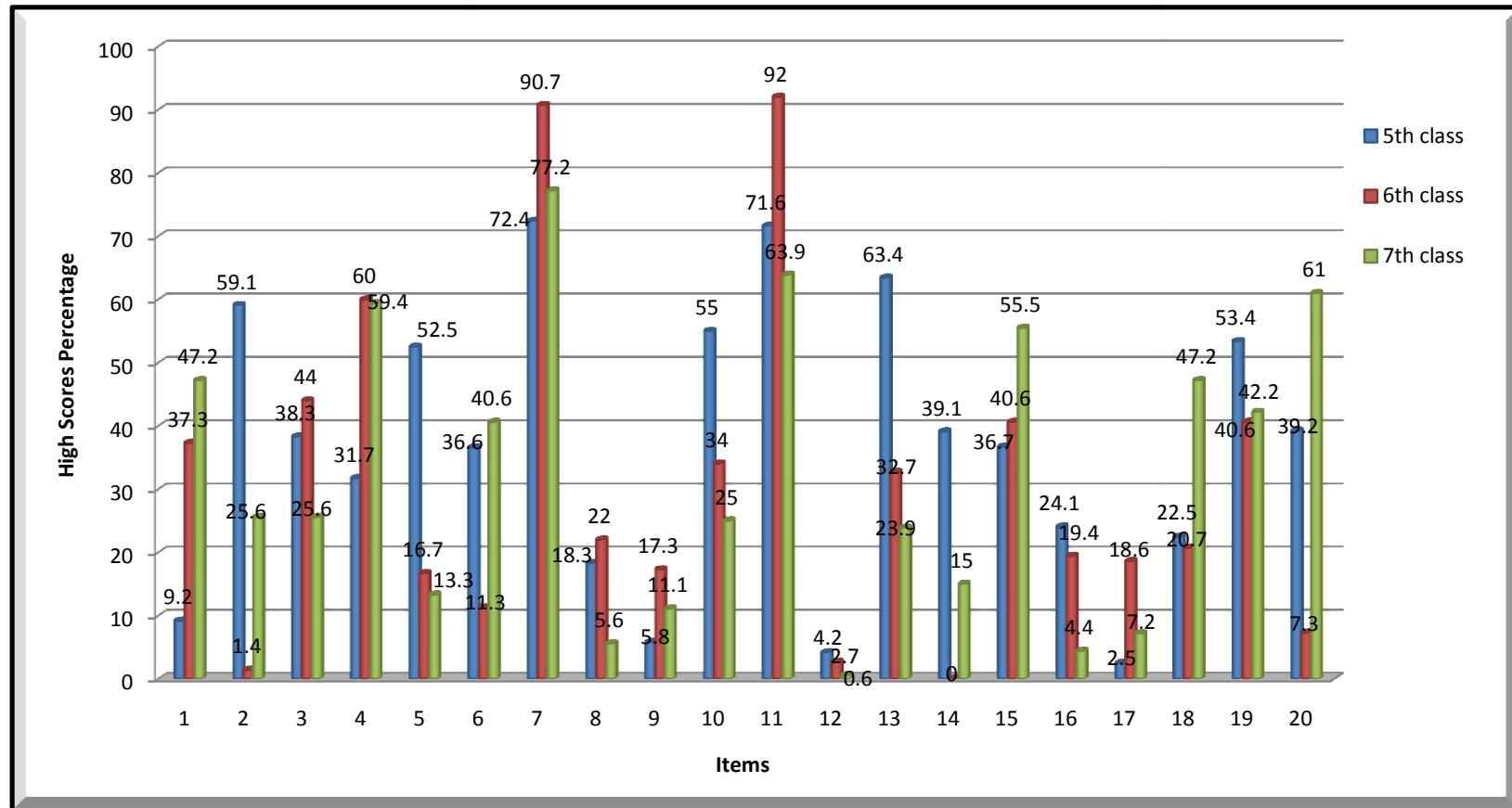
The class 5th of Urban students' items high scores achieved in the item of five, ten, eleven and thirteen have shown the best abilities. As results, the items of four, six, eight, nine, twelve, fifteen, seventeen and eighteen have secured below ten percent in the overall. The class 5th of urban learners' items of the highest score is 100 percent in the odd one out of item eleven. The item of the lowest score is zero percent in cloze test of item seventeen. Thus, in the items one and two are secured the same percent.

The class 6th of Urban students' items high scores have shown in the item of three, four, seven, eight, nine, twelve, sixteen and seventeen. Entire twenty items, eight items led the best scores in the three classes. The items of two, six, twelve and fourteen have secured below six percent in the items. Thus, class 6th of Urban students' items of the highest score is 96.7 percent in odd one out of item eleven. And the item of the lowest score is 0.7 percent in Jumbled letters of item fourteen. Hence, the item fourteen has secured percent is decimal. Therefore, the item of two and three secured the same scores.

The Urban students' of class 7th of items high scores secured in the item of one, two, six, fourteen, fifteen, eighteen, nineteen and twenty. Totally twenty items, eight items have shown the best abilities in the three classes. Thus, the items of eight, twelve, sixteen and seventeen have secured less than eight percent in the item. As well as, the item of the highest score is 73.9 percent in parts of speech of item seven. The items of the lowest score are zero percent in the transformation of item twelve.

Finally, urban students' of class 6th and class 7th have shown the best abilities in eight items. The class 5th of high scores achieved in four items only.

Fig. 4.5.22: The Rural Students' of Items High Scores for Three Classes



(Sources: The Field Study)

The above graph displays the results of Rural students' items high scores for the three classes. The items and high scores percentage (four and above four marks secured, in item five two marks, and item twentieth three marks for class 5th considered as high scores) of the data values are described as in the following:

The class 5th of Rural students' items high scores have secured in the item of two, five, ten, twelve, thirteen, fourteen, sixteen and nineteen. Whole twenty items, eight items have performed well in the three classes. As results, the items of one, twelve and seventeen have secured below ten percent in the overall. The class 5th of Rural learners' items of the highest score is 72.4 percent in parts of speech item seven. Thus, the items of the lowest score are 2.5 percent in cloze test of item seventeen. The item one and two scores secured the equally.

The class 6th of Rural students' items high scores have shown best skills in the item three, four, seven, eight, nine, eleven and seventeen. Out of twenty items, seven items led the best scores in the three classes. The items of two, twelve, fourteen and twenty have secured below eight percent in overall. Thus, class 6th of Rural students' items of the highest score is 92 percent secured in odd one out of item eleven. Simultaneously, the items of the lowest score are zero in word formation of item fourteen. Hence, the item twelve and fourteen have secured percent is decimal and zero. As well as, the item one and two scores secured the same percent.

The Rural students' of class 7th of items high scores secured the best abilities in the item of one, six, fifteen, eighteen and twenty. Entire twenty items, five items have shown the best abilities in the three classes. Thus, the items of eight, nine, twelve, sixteen and seventeen have secured less than eight percent. As well as, the item of the highest score is 77.4 percent in parts of speech. And the lowest score is 0.6 percent in write sentence into past simple tenses of item twelve.

Finally, the class 5th of Rural students' items of high scores secured the best. As well as, classes 6th and 7th of the high scores achieved item of seven and eight with respectively.

Chapter 5

Conclusion

5.0 Introduction

This chapter has three sections. The first section deals with the findings of the overall analysis presented with reference to the items concerning the variables, viz., location, gender and medium in the form of suitable tables. The second part examines the findings that have emerged from the analysis of the data and the results. Moreover, it covers the suggestions for teachers and learners. The formulated hypothesis for the study is vindicated as demonstrated in the chapters 3 and 4. It further includes suggestions that are based on our investigation into the problem and the results of the research study.

Table 5.1: The Different Types of Students Involved in the Study

Class	Gender	Medium	Location
5	M F	E T	R U
6	M F	E T	R U
7	M F	E T	R U

(Sources: Chapter-4 The Data Analysis and Results)

The total number of students involved in the study can be categorized into twenty one types based on different attribute values for the number of variables considered $((n*n-1) (3*(2*2*2)-1=21))$. In other words, the students of three different classes (5th, 6th & 7th), students of two dissimilar genders (Male vs. Female), students of two distinct media (English vs. Telugu), and students of two discrete localities (Rural vs. Urban).

5.1 General Findings:

The following are the observations presented here item wise (beginning from 1. to 20.) from the analysis of the data:

1. In the overall results with reference to the cognitive aspects of the items concerning the Rhyming word recognition, the students have shown the little below average (48%) abilities in the current test item. The item tested the reading skills.
2. With reference to the Rhyme production item, the students have shown good (61%) performance in the test item. The item tested the writing skills.

3. With reference to the Letter pronunciation, the overall skills of the learners have shown good (64%) abilities in the test item. The item tested the listening skills.
4. With reference to the pronunciation of Silent letters the students have shown in the overall performance rated as deprived (49%) in the test item. The item tested the listening and speaking skills.
5. With reference to the multiple choice item, the overall skills of the learners have conformed to average (50%) in their performance in the test item. The item tested the vocabulary skills.
6. With reference to the vocabulary skills involving the completion type/gap-filling task, the learners have shown poor (37% - 38%) performance in the test item. The item tested the vocabulary skills.
7. With reference to the Grammar skills through parts of speech, the maximum numbers of learners have shown outstanding (72%) performance in the test item. The item tested the grammar skills.
8. With reference to the comprehension skill through translation, most of the learners have shown average (52%) abilities in the test item. The item tested the comprehension skills.
9. With reference to the Rearrangement of the words in sentences, the majority of the learners have shown deprived (48%) abilities in the test item. The item tested the grammar skills.
10. With reference to Match the words with meaningful (Synonyms), the students have shown deprived (40%) abilities in the test item. The item tested the vocabulary skills.
11. With reference to the recognition capabilities of Odd one out/Associate word, the learners have displayed outstanding (76%) abilities in the test item. The item tested the vocabulary skills.
12. The researcher observes that the study of the learners have shown good (67%) performance in the test of Transformation (write the sentence into past simple tenses) item. The item tested the grammar abilities.
13. With reference to the filling of the missing letters, the learners have confirmed average (50%) abilities in the test item. The item tested the writing skills.

14. With reference to the formation of meaningful words from the Jumbled letter sequences, the students have performed below average (45%) to poor in the test item. The item tested the writing skills.
15. With reference to the matching of the antonyms, the learners have shown lower (38%) abilities in the test item. The item tested the vocabulary.
16. With reference to the expansion of abbreviations, the students have shown average (58%) performance in the test item of overall. The item tested the writing skills.
17. With reference to the cloze test/comprehension, the students have shown lower (44%) abilities in the test item. The item tested the grammar skills in the overall.
18. In the Word chain/comprehension test, the majority of the learners have confirmed the lower (45%) abilities in the test item of overall. The item tested the writing skills.
19. With reference to the alphabetical order, the learners have shown poor (31%) performance in the item test in overall. The item tested vocabulary skills.
20. In the Semantic mapping test, the learners have shown poor (38%) performance in the test item in the overall. The item tested the writing skills.

Table 5.2: Cognitive Aspects of Overall Performance

Items	Marks								Overall grade	Language Activity
	8/7	6	5	4	3	2	1	0		
1	--	--	8	32	<u>30</u>	<u>18</u>	6	5	M	Rhyme Identification
2	--	--	8	12	<u>24</u>	<u>37</u>	12	5	M	Rhyme Production
3	--	--	6	26	<u>46</u>	<u>18</u>	2	2	M	Letter Pronunciation
4	--	--	<u>14</u>	<u>35</u>	19	23	6	4	H	Silent Letters
5	--	--	--	--	--	24	<u>50</u>	25	M	Multiple Choice
6	--	1	16	8	26	11	<u>12</u>	<u>26</u>	L	Gap-Filling
7	<u>2/13</u>	<u>16</u>	<u>27</u>	<u>14</u>	9	6	11	1	H	Parts of Speech
8	--	--	1	15	<u>19</u>	<u>33</u>	15	17	M	Translation
9	--	--	2	10	11	27	<u>24</u>	<u>24</u>	L	Rearrange words in sentences
10	--	--	<u>20</u>	<u>20</u>	21	14	19	12	H	Match words with Synonyms
11	--	--	<u>46</u>	<u>30</u>	10	10	3	1	H	Odd One Out
12	--	--	1	2	8	22	<u>43</u>	<u>24</u>	L	Transformation
13	--	5	15	14	<u>28</u>	<u>22</u>	13	3	M	Missing Letters
14	--	--	5	7	<u>13</u>	<u>32</u>	27	16	M	Jumbled Letters
15	--	3	27	8	<u>13</u>	<u>25</u>	13	10	M	Match words with Antonyms
16	--	1	2	10	9	21	<u>33</u>	<u>25</u>	L	Abbreviations
17	--	0	4	8	<u>16</u>	<u>28</u>	19	24	M	Cloze Test
18	--	--	22	10	10	13	<u>24</u>	<u>21</u>	L	Word Chains
19	--	--	26	13	<u>11</u>	<u>20</u>	9	21	M	Alphabetical Order
20	--	13	6	10	<u>15</u>	<u>23</u>	10	23	M	Semantic Mapping
H = 04 M = 11 L = 05										

(Sources: Chapter-4 The Data Analysis and Results)

The above table drawn on the basis of the analysis of the data depicts the overall performance of the students. The table provides the data in 9 rows representing 0 to 8 marks against each question item. Each one of the 20 question items is marked for the number of students scoring those marks. Then, for every given question item, we mark it with (H) to represent the High performance by majority, the (M) for Moderate performance by majority and (L) for Low scores when majority of the students score lower marks. The numerical values against each test item highlighted by the underlines in the table indicate the majority performance of the item with those marks. In other words, they indicate popular scores obtained by the students for each test item.

Majority of the students secured high scores in the test items of silent letters, parts of speech, match words with synonyms and odd ones out. These items tested speaking, grammar, vocabulary abilities of the learners. The items are either with alternative answers or of closed-ended type. The students have to select or write the correct answer in the given blank against the question. The test items with parts of the speech and odd one out items have shown the best abilities in the overall. In this regard most of the students appear to have followed the English Readers with supplementary books for language activities of every unit. The results of parts of speech item indicate that the learners would execute the daily practice following the standard books of grammar. Finding silent letters in words is rather easier due to non correspondence between the character and the sound sequence. In this regards the learners would listen to pronunciation by watching movies, speaking with the members of the peer groups, teachers and experts in the language. The high performance in Matching words with synonyms is of course corresponds to the knowledge of the words with their meanings which requires only the lexical knowledge obtained through the reading of books, newspapers watching movies, using dictionaries. This does not require additional efforts in learning grammar as in the case of others. High performance in these test items is not because of the involvement of serious teaching and learning but due to language competence.

Majority of the students recorded Lower performance in the five test items, viz. gap-filling, rearrange words into sentences, convert sentences into simple past tenses, identify word chains, and expand abbreviations. The items of abbreviations and word chains were open-ended type questions. They do not actually test the learner's achievement in learning grammatical or language competences rather depend on general knowledge. The

remaining tests items, viz. gap-filling, rearrange words into sentences, convert sentences into simple past tenses really demand the formal knowledge acquired through classroom learning. They require formal classroom teaching and constant practice of them. These are tests of syntax. The gap-filling item is hard to complete with suitable verbs or phrases. If the learner would get the meaning of words then s/he can do it. However, the learners would require to do more practice in alien language acquired through reading the news papers, fables, short stories and related books.

The remaining eleven test items have been recorded for exhibiting medium or average performance by majority of the students of all the three classes. Majority learners have average performance in the test items involving Rhyme identification, Rhyme production, Letter pronunciations, Multiple Choice, Translational equivalents, Missing letters, Matching antonyms, Jumbled letters, Cloze test words, Alphabetical order, Semantic mapping respectively. These test items test the abilities of competence of world knowledge involving language plus mixed efforts involving semi formal knowledge of grammar as in the case of rhyme identification and production, letter pronunciations, making multiple choice, translation, missing letters and the alphabetical order. The average performance has covered the tested items like reading, writing, listening, vocabulary, and comprehension skills in the overall.

5.1.0 Findings: Variables Wise

Table 5.3: The Classes and Locality Wise Scores in the Items Tested:

C la ss	Items																				To tal	
	Loc	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
5	R	–	✓	✓	✓	✓	✓	✓	✓	✓	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	17
	U	✓	–	–	–	–	–	–	–	✓	✓	✓	✓	–	–	–	–	–	–	–	–	05
6	R	–	✓	–	✓	✓	✓	–	–	–	✓	–	✓	✓	–	✓	–	–	–	✓	–	09
	U	✓	–	✓	–	–	–	✓	✓	✓	–	✓	–	–	✓	–	✓	✓	✓	–	✓	11
7	R	–	–	✓	–	–	–	–	–	–	✓	✓	–	✓	✓	–	✓	✓	–	✓	–	09
	U	✓	✓	–	✓	✓	✓	–	✓	✓	–	–	✓	–	–	✓	–	–	✓	–	✓	11

(Sources: Chapter-4 The Data Analysis and Results)

The above table reveals the values (✓ indicates better scores, – shows nil performance) of test scores for the variable of Locality of the students of the three classes. The students of the rural areas of 5th class have shown better scores over the urban area in seventeen items out of twenty. We assume on the basis of the result that the learners of

class 5th of rural area have been doing language activities both in the schools and back at home. It was found that the students of class 5th are very active while doing English tasks in every unit. Further, the curriculum or syllabus of the class 5th is limited when it compared to the other classes. So the learners have time to repeat or make revision within the stipulated time. The learners of the urban area have managed to get high scores only in five test items out of twenty. In the case of test item nine - rearrange words in sentences, and the test item twelve - transform sentence into simple past tenses have shown more or less similar performance by both urban and rural area students. Finally, particularly with regard to the 5th class students, the performances of the learners indicate that Locality is not a factor that affects the learning of English.

The students of class 6th of the Urban area have performed well in eleven items over the rural locality. Thus, it reflects the use of some or a considerable amount of English by the parents of the students. These students have the opportunity to speak and use English in their daily tasks. Similarly, it is observed that in the urban area, while speaking with others/strangers and playing with peer group they would use English in communication. Students of the Rural area have performed well only in nine items. It indicates that the rural area learners are not lagging behind very much, though, it is assumed that they may not be getting sufficiently enough opportunity to use English outside the classroom. Moreover, parents at home would not use English with them. It's also noted that these students are often asked to participate in field and other tasks. Finally, the performances of the Rural area indicate that the Locality is not a serious factor in affecting the learning of English with regard to the students of class 6th.

From the above table, it can be seen that Urban area students of class 7th have shown excellent performance in eleven test items, which is comparatively better than the Rural learners. The learners from the Rural area have shown better performance only in nine test items. The learners of Rural area have shown somewhat poor performance due to the social conditions and background of their locality. It's surmised that the learners were not practising English after the school hours. The inference is that in the urban area, students would be finding some positive conditions that improve their English language learning. However, Urban vs. Rural setting has not substantially contributed to the scoring in the tests.

Finally, out of the sixty samples from three classes and locality; thirty-five samples belong to the Rural, and only twenty-five samples to the Urban area. The variable of

Locality has clearly indicated that the performance of the Rural area learners exceeds the scores than those of the Urban area. However, one may consider that Locality is not a decisive factor that affects the learning of English. Thus, the students of class 5th indicate that Locality has no effect on their learning of English than by the classes 6th and 7th. Both classes of 6th and 7th have shown equivalent performance with respect to the variable, Locality.

Table 5.4: The Variable (Gender) Differentiation in Exceeding Scores in the Items

Cl as s	Items																				To tal	
	Gen der	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
5	M	✓	✓	✓	✓	–	–	✓	✓	✓	✓	–	–	✓	✓	✓	✓	–	✓	–	✓	14
	F	–	–	–	–	✓	✓	–	–	✓	–	✓	✓	–	–	–	–	✓	–	✓	–	07
6	M	–	–	✓	✓	✓	–	–	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	✓	✓	✓	15
	F	✓	✓	–	–	–	✓	✓	–	–	–	–	–	–	✓	–	–	✓	–	–	–	06
7	M	–	✓	–	–	✓	–	✓	–	✓	–	–	✓	✓	✓	–	✓	✓	–	–	–	09
	F	✓	–	✓	✓	–	✓	–	✓	–	✓	✓	–	–	–	✓	–	–	✓	✓	✓	11

(Sources: Chapter-4 The Data Analysis and Results)

The table displays the results (✓ represents high scores, and – represents low scores) of overall items for the Gender as a variable from the three classes of students. On the basis of the tables we can reach the following findings:

In the class 7th Female learners have achieved better scores in eleven test items against nine in case of the Male counterparts. In this connection, we can say that with reference to class 7th gender is not a factor that affects the learning of a 2nd language as a subject. It seems girls of 7th class did considerable practice of English in and out of the school regularly, than the boys and probably devoted more time.

With respect to the learners of class 6th, male students have shown better performance than the Female learners. In comparison with the 7th class students, students of class 5th and 6th have shown contrary performance. Out of twenty items, Male learners have succeeded in fourteen and fifteen items in 5th and 6th classes respectively. In the remaining items, the Female students have done well. The variable of gender has shown that the Male learners of all the classes 5th and 6th in terms of numbers of scoring, their performance is better than the Female students. The performance of Male students over the female students in 5th and 6th and the thin difference in the performance of male and

female students with respect to 7th indicates that Gender does have some significance in learning a 2nd language in the given circumstances. It can be observed that male students are exposed to contexts which are conducive to English learning, hence the higher scores.

In the table 5.3, the highlighted cells of class 5th indicate that Male and Female learners have shown equal ability in the test item nine. Thus, the Male learners succeeded in thirty-eight items, and the Female learners succeeded in the remaining items out of sixty.

Table 5.5: Results Regarding Medium as Variable Test Scores

C la ss	Items																				To tal	
	Med ium	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
5	Eng	✓	–	–	✓	✓	–	–	–	✓	–	✓	✓	✓	–	–	✓	✓	–	–	✓	10
	Tel	–	✓	✓	–	–	✓	✓	✓	–	✓	–	–	–	✓	✓	–	–	✓	✓	–	10
6	Eng	✓	✓	✓	✓	–	–	–	<div>8</div>	–	–	✓	–	–	–	–	✓	✓	–	–	–	08
	Tel	–	–	–	–	✓	✓	✓	<div>8</div>	–	✓	–	✓	✓	✓	✓	–	–	✓	✓	✓	11
7	Eng	–	✓	✓	–	–	✓	✓	–	✓	–	–	✓	–	–	–	✓	✓	–	–	✓	09
	Tel	✓	–	–	✓	✓	–	–	✓	–	✓	✓	–	✓	✓	✓	–	–	✓	✓	–	11

(Sources: Chapter-4 The Data Analysis and Results)

The above table shows the results (‘✓’ indicates the highest scores, ‘-’ shows nil attained) of the overall performance of the English language learning students with reference to the variable of the medium. In this table, class 5th of the learners of both the media have shown equal performance and scored similar marks. The scores for English medium learners of 6th class and 7th class show poor performance across the item tests. Contrary to this, learners of the classes of 6th and 7th Telugu Medium students have shown better scores, than the English Medium students. It seems that the students of 6th and 7th classes of the learners may have had more clarity, better aptitude to learn what is to be learnt and the better competence that they have developed in their mother tongue must have helped them in this regard. Alternatively we may have to think that the keen interest taken by the subject teachers in the form of remedial coaching for the Telugu medium learners may have contributed to this too.

In general, as per the tabulation, medium is not a factor that affected the language learning in the school. In the tabulation, out of sixty samples thirty-two samples show better scores with reference to Telugu medium students than the English medium (twenty-

eight). However, in the table, the box-highlighted cells of class 6th of the learners have shown poor performance in both the media.

Table 5.6: Class Wise Differentiation of the Scores Attained:

C la ss	Items																				Tot al
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
5	–	✓	–	–	✓	–	–	–	–	✓	–	✓	✓	✓	–	–	–	–	–	–	06
6	–	–	✓	✓	–	–	✓	✓	✓	–	✓	–	–	–	–	✓	✓	–	–	–	08
7	✓	–	–	–	–	✓	–	–	–	–	–	–	–	–	✓	–	–	✓	✓	✓	06

(Sources: Chapter-4 The Data Analysis and Results)

The above tabulation displays the scores (‘–’ indicates nil (or low) scores, and ‘✓’ shows the high scores) obtained class wise in the item tests. The best performance was shown by the students of class 6th than the students of class 5th and 7th. Even though, higher scores are found with the students of class 6th the distinction between the scores of the classes have not been considerable. This indicates that all the schools have the same environment, facilities and the way of teaching is considerably similar, as shown by the performance of the three classes.

Table 5.7: The Variables and Items Wise Highest Scores Achieved

Items	Classes			Medium						Gender						Location						Frequency (class)
	5	6	7	Telugu			English			Male			Female			Rural			Urban			
				5	6	7	5	6	7	5	6	7	5	6	7	5	6	7	5	6	7	
1	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	7(7)
2	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	-	-	✓	6(5), 1(7U)
3	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	7(6)
4	-	✓	-	-	-	✓	-	✓	-	-	✓	-	-	-	✓	-	✓	-	-	✓	-	5(6), 1(7T), 1(7F)
5	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	7(5)
6	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	7(7)
7	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	7(6)
8	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	7(6)
9		✓	-	-	-	✓	-	-	✓		✓	-	-	✓	-	-	✓	-	-	✓	-	5(6), 1(7T), 1(7E)
10	✓	-	-	✓	-	-	-	✓	-	✓	-	-	✓	-	-	✓		-	✓	-	-	6(5), 1(6E)
11	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	✓	-	-	6(6), 1(5U)
12	✓	-	-	-	✓	-	✓	-	-	-	✓	-	✓	-	-	✓	-	-	-	✓	-	3(6), 1(5R),1(5F),1(5E),1(5C)
13	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	7(5)
14	✓	-	-	✓	-	-	✓	-	-	-	-	✓	✓	-	-	✓	-	-	-	-	✓	5(5),1(7M),1(7U)
15	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	7(7)
16	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	✓	-	-	-	✓	-	6(6), 1(5R)
17	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	7(6)
18	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	7(7)
19	-	-	✓	-	-	✓	-	✓	-	-	✓	-	-	-	✓	✓	-	-	-	-	✓	4(7),1(5R),1(6M),1(6E)
20	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	7(7)
Total	6	8	6	5	7	8	5	9	6	4	10	6	6	7	7	8	7	5	4	8	8	
Cumulative Frequency (class 7 th) = 46(7) Cumulative Frequency (class 7 th) = 56(6) Cumulative Frequency (class 7 th) = 38(5)																						

(Sources: Chapter-4 The Data Analysis and Results)

The above table shows the results for variables and item wise high scores (opted four and above marks secured) of the three classes. The table displays twenty distinct test scores, listed as items by the variables for the three classes. In the column of frequency class, the class was shown in the brackets and frequency is placed first.

The cumulative frequency is forty-six for class 7th with the highest scores secured by the variable of the items. Cumulative frequency of Class 6th is fifty-six for different test items. The cumulative frequency of class 5th is highest with thirty-eight in the overall test items. These readings corroborate what is mentioned in the table 5.7.

5.1.1 The major findings are as follows

- Significant difference was exhibited by the Male and Female students in the English language learning abilities.
- No significant difference was exhibited by the difference in the Telugu and English Media in the English language learning.
- No significant difference was exhibited by the difference in the Urban and Rural settings of the students in English language learning.
- Students of the three classes viz. 5th, 6th and 7th have shown significant difference in the English language learning abilities.
- Students of class 6th has exhibited good learning abilities rather than classes 5th and 7th in English language learning.
- While writing the exams, most of the rural area learners depend on translation (native language) of the questions in the questionnaires.
- The urban students of 6th and 7th classes have exhibited good learning abilities rather than rural learners.
- The rural students of class 5th have exhibited better learning abilities than the urban area learners.
- The female students of class 5th and male students of classes 6th and 7th have shown better performance in English language learning abilities.
- The performance of the most students of all the three classes indicates that they have not reached the target levels in the English language learning.
- Teachers of English haven't taken care to complete the workbook activities by the students.

- In some of the schools, English is being taught by the untrained teachers; while teaching no teaching aids are used.
- The learners of Telugu medium have been following the Grammar Translation Method in the class, rather than the direct method for more effective learning.
- Telugu medium students exhibited lack of sufficient reading and writing skills, where as English medium students have shown comparatively good performance in this regard.
- The libraries or language laboratories do not have sufficient number of resources for developing English language skills.

5.2 Vindication of the Hypothesis

The present study formulated the hypothesis that *“First language learners begin to learn a language by the age of three and the second language at a later age. They will NOT be able to learn a different language simultaneously and achieve the desired levels of proficiency comparable to that of their native language.”*

As per the data and analysis followed by the computation of the results of the study, the hypothesis stands partially vindicated. The class 5th learners have not accepted the hypothesis as it is shown from their scores and the inference drawn from their scores. In the class of 5th, only Telugu medium learners have not been able to achieve the desired levels of proficiency in learning the second language.

The formulated hypothesis of the study agrees with the performance in the case of the classes 6th and 7th (see table 5.5). As per the results, the learners have not performed comparatively well when compared with the class of 5th students. With reference to the test items as desired by the test.

Finally, there is a significant difference between the learners of Telugu and English media in the class 5th, with reference to the learning of the second language at the later age. However, there is no significant difference among the learners of classes 6th and 7th of both the media, while learning the second language at a later age.

5.3 Suggestions

1. Provide remedial coaching classes for the poor performers in their respective schools, and they shall be run during the regular hours.

2. Every school should have a language laboratory, which will be regularly attended by the concerned teacher. The teaching of English may involve watching the English movies, fables, and related to the concerned subject topics.
3. The English Language teacher should be given proper training and at regular intervals involving communicative English tools and grammatical concepts. The teacher shall insist his students to complete the supplementary activities given in the textbooks and the supplement readers.
4. There should be uniformity in the syllabus for different media students, similarly both in the government and private schools. Every school has to conduct subject games, placards, quiz, and competitions in between schools. Likewise, the teacher and head masters should encourage the children to participate in the different group discussions and the related programmes.
5. Most of the school teachers are not using teaching aids like visual or audio while engaging the class for students; this is only on records but not in implementation. Almost all the schools of government both in the urban and the rural areas of Andhra Pradesh[@] may consider implementing it in order to get good results.
6. I suggest that when the teacher found a slow learner or a dull student in the English, he shall take the help from the student's parents, which would boost the learners as well as the teacher, and school.
7. The rural area students often use bilingual and or grammar translation methods while learning English. The bilingual method provides non-native learners with more information that can be imbibed and accessed easily while monolingual direct methods (usually in the urban areas and with English medium students) would not provide the same. Non-native English medium students would rather suffer considerably from this method. Probably this is the reason for better scores achieved by Telugu medium students with reference to certain test questions.
8. The reader's textbook had not been piloted prior to its implementation which was essential in order to ensure that the textbook would actually work for its addressed market situation.
9. The appendix of the book contained new vocabulary extra material for the students in order to allow for differentiated instruction. These materials included

extra activities for reading and writing or simplified versions of writing and listening. There were also more challenging options for stronger students.

10. Thus, the textbook catered for the individual learner's needs. However, the use of appended sections was not provided for each lesson and this differentiation in instruction did not occur systematically. Moreover, the fact that this differentiation of instruction was kept outside the main textbook showed that it was optional to be used.
11. The teachers would need to design and implement their own tests for formative and summative purposes and many alterations concerning the tests contents would have to be made to include the four skills which were not present most of the time.
12. Furthermore, the developers of the textbook should make a retrospective evaluation of their books and make the necessary changes to improve their contents. Finally, regularly revised editions of the book should be made in order to constantly update the contents according to the learner's needs and teaching contexts.

Towards the end of these conclusions we would like to state some of the drawbacks of the survey and the research conducted for this thesis. The followings are some of these:

1. Need a complete reorganisation of the test items so that the learners or the students would not be scoring without making any effort in some of the tests.
2. A variable of parental economic status may be included.
3. Another variable of student's parental literacy standards may be included.

Some of these and others as and when required may be included to arrive at decisive results of the studies.

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Appendix – I



Centre for Applied Linguistics and Translation Studies

University of Hyderabad

Hyderabad

Questionnaire for 5th class

Name of the Student:

Medium: Telugu/English

Name of the School:

Sex: Male/Female Area: Rural/Urban

Please answer the following questions. Do not leave any questions blank.

1. The following is a group of words that rhyme closest. Draw a circle round those words as in the model shown here: **e.g.:** fun fine pine

1. ran can fan, 2. din can tin

3. pin kin bin 4. pen hen ten

5. put foot cat

2. Identify the rhyming words for the following forms of the words in the box:

e.g., pen: **hen.** fan, gate, head, foot, mike, hen

1. Late: _____, 2. Bike: _____, 3. Said: _____,

4. Put: _____, 5. Ran: _____.

3. Find out the pronunciation of the underlined character and encircle the character by selecting the appropriate from the choice given next to the word. **e.g.:** Wise [s, z]

1. Prize [s, z] 2. Cups [s, z] 3. Drums [s, z]

4. Price [s, z] 5. books [s, z]

4. Underline the silent letters in the following words: **e.g.:** Wring

1. Know 2. Would 3. Coat 4. Note 5. File

5. Choose the correct answer:

1. Where do the Gond tribes live? . []

a. Adilabad b. Mahabubnagar c. Hyderabad d. Srikakulam

2. Who is Sania Mirza? []

a. Tennis player b. Cricket player c. Football player d. Hockey player

6. Fill in the blanks with suitable forms of the verb given in brackets:

Every day of his life, Gandhiji _____ (appeal) to God to give us the good sense to love one another. We _____ (be) all born to love. It _____ (be) only fools who _____ (hate). This _____ (be) what Gandhiji _____ (teach) up to the moment of his death.

7. Read the following sentences. Select the appropriate word from the words given in brackets:

1. _____ (A/ The) Koran is a sacred book.
2. Students _____ (usually/casually) get up at six in the morning.
3. Ravi _____ (and/or) Gopi are going together to school.
4. The rose is the _____ (beautiful/ugly) flower.
5. _____ (Deserts/Meadows) are green lands.
6. Fish lives _____ (in/on) water.
7. I am _____ (reaching/searching) for my book.
8. Ramesh is _____ (highly/high) educated.

8. Write the meaning of the following words in your mother-tongue:

1. Away: _____, 2. Special: _____, 3. Faith: _____,
4. Worship: _____, 5. Strong: _____.

9. Put the words in the right order and make meaningful sentences:

1. finished / Radha / her / has / work? **Ans:** _____

2. made / just / a kite / has / She. **Ans:** _____

3. is/ a/ peacock/this. **Ans:** _____

4. she/ a/ singing/is/ song. **Ans:** _____

10. Write the number of the word that you chose next to its meaning in the given brackets:

- | | |
|--------------|---|
| 1. Stink | [] a. complete trust. |
| 2. Chant | [] b. say sorry to someone. |
| 3. Faith | [] c. the inside part of a building/place. |
| 4. Apologize | [] d. good in quality. |
| 5. Good | [] e. a prayer. |
| 6. Interior | [.1] f. bad smell |

11. Circle the words that do not belong to the group:

e.g.: school morning, evening, afternoon.

- | | | | |
|---------------|-----------|-------------|---------|
| 1. father, | mother, | office, | brother |
| 2. teacher, | students, | headmaster, | doctor. |
| 3. videogame, | computer, | bus, | laptop. |
| 4. bag, | friend, | parent, | cousin |
| 5. breakfast, | uniform, | lunch, | dinner |

12. Write the following sentences into past simple/past perfect tense:

- | | |
|------------------------|-------------------|
| 1. Ramu is writing. | Ans _____. |
| 2. She likes you. | Ans _____. |
| 3. It is a snake. | Ans _____. |
| 4. He dropped the pen. | Ans _____. |
| 5. She tore the paper. | Ans _____. |

13. Fill in the blanks with the missing letters:

- | | | | |
|------------------|----------------|--------------|----------------|
| 1. u n _ l e | 2. o f f _ c e | 3. r _ _ d y | 4. m _ t h e r |
| 5. t _ a _ _ e r | 6. p _ n | | |

14. The letters of words in brackets are jumbled. Write them into meaningful words:

1. [RICTKE] _____, 2. [ATERCHE] _____, 3. [NPE] _____,
4. [SDTUNET] _____, 5. [KOB0] _____.

15. Match the words in column 'A' with their opposites in column 'B' by writing the number in the brackets against the opposite words in column 'B':

A	B
1. good	[] a. disagree
2. agree	[] b. dull
3. intelligent	[] c. incomplete
4. complete	[] d. bad
5. strong	[] e. weak

16. Write the following numbers into word: **e.g.:** 20th = twentieth

1. 11 = _____, 2. 4 = _____, 3. 24 = _____,
4. 40 = _____, 5. 100 = _____, 6. 13 = _____.

17. Fill in the blanks with the appropriate forms of verbs:

e.g.: wash washed washed

1. leave, _____, _____.
2. _____, did, _____,
3. make, _____, _____.
4. put, _____, _____.
5. _____, _____, completed.

18. Write as many words as possible using the characters from the given words:

e.g.: CAPTURE: 1. Care, 2. Cat, 3. Pure, 4. True, 5. Cap, 6. Put, 7. Cure, 8. Rat, 9. Rate, 10.

Cute.

1. BLACKBOARD: _____

2. TEACHER: _____

3. EADMASTER: _____

4. SCHOOL: _____

5. NOTEBOOK: _____

19. Arrange the following sets of words in the alphabetical order:

1. b, d, e, c, a. Ans: _____

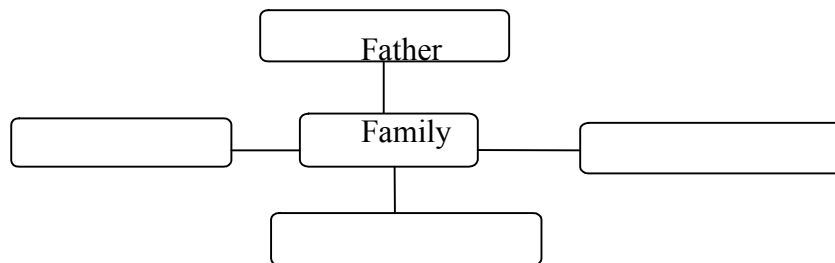
2. cat, bag, dog, ant. Ans: _____

3. s, l, o, k, w, m. Ans: _____

4. mat, rat, den, owl. Ans: _____

5. bag, book, pen, slate. Ans: _____

20. Fill in the boxes with appropriate words in the given semantic map:



Thank you very much for completing this questionnaire.

Appendix - II



Centre for Applied Linguistics and Translation Studies

University of Hyderabad

Hyderabad

Questionnaire for 6th class

Name of the Student:

Medium: Telugu/English

Name of the School:

Sex: Male/Female Area: Rural/Urban

Please answer the following questions. Do not leave any questions blank.

1. The following is a group of words that rhyme closest. Draw a circle round those words as in the model shown here: **e.g.:** din can tin

- | | | | | | |
|---------|------|------|--------|-----|-----|
| 1. late | gate | cart | 4. pin | kin | bin |
| 2. ran | can | fan | 3. hen | pen | ten |
| 5. put | foot | cat | | | |

2. Read each word and write the similar rhyming word for each of these: **e.g.:** make take

1. tuck _____ 2. ding _____ 3. to _____
4. mike _____ 5. seat _____.

3. Find out the pronunciation of the underlined character and encircle the character by selecting the appropriate one from the choice given next to the word. **e.g.:** Wise [s, z]

- | | | | | | |
|--------------------|--------|-------------------|--------|------------------|--------|
| 1. Pri <u>z</u> e | [s, z] | 2. <u>C</u> inema | [s, z] | 3. Part <u>s</u> | [s, z] |
| 4. Adv <u>i</u> ce | [s, z] | 5. Road <u>s</u> | [s, z] | | |

4. Underline the silent letters in the following words: **e.g.:** l e t t e r

1. w a l k 2. k n e e 3. t e a c h e r 4. w r i t e 5. d a u g h t e r

5. Choose the correct answer:

1. The first modern Olympic Games took place in []

- a. France b. London c. Greece d. Italy

2. Who is Sania Mirza? []

- a. Tennis player b. Cricket player c. Football player d. Hockey player

6. Fill in the blanks with suitable *forms of the verb* given in brackets:

Every day of his life Gandhiji _____ (appeal) to God to give us the good sense to love one another. We _____ (be) all born to love. It _____ (be) only fools who _____ (hate). This _____ (be) what Gandhiji _____ (teach) up to the moment of his death.

7. Read the following sentences. Choose one of the two words given in brackets:

1. _____ (A/ The) Koran is a sacred book.
2. Students _____ (usually/casually) get up at six in the morning.
3. Ravi _____ (and/or) Gopi are going together to school.
4. The rose is the _____ (beautiful/ugly) flower.
5. _____ (Deserts/Meadows) are green lands.
6. Fish lives _____ (in/on) water.
7. I am _____ (reaching/searching) for my book.
8. Ramesh is _____ (highly/high) educated.

8. Write the meaning of the following words in your mother-tongue:

1. poor : _____, 2. throw: _____
3. happy: _____, 4. Celebration: _____.

9. Re-arrange the words in the following lines to make meaningful sentences:

1. the problems of / God solves/ his devotees. **Ans:** _____
2. a plan/ thought of / Rudhra and Simha. **Ans:** _____
3. king/ brave/ kind and/ Swarochi was. **Ans:** _____
4. were invited/ for the marriage/ Rudhra and Simha **Ans:** _____

10. Match the words with their meanings

1. rush [] a). a fight between countries.
2. war [] b). having the deep devotion to religion.
3. pious [] c). go or come, do something with speed.
4. remove [] d). good in quality
5. good [] e). keep away/delete

11. Circle the words that do not belong to the group:

e.g.: wind wire air, breeze.

1. paper, pencil, pen, market.
2. teacher, student, headmaster, doctor.
3. dog, cat, hen, cow.
4. morning, evening, afternoon, school.
5. father, mother, sister, office.

12. Write the following sentences into past simple/past perfect tense:

1. Ramu is writing. **Ans:** _____.
2. She likes you. **Ans:** _____.
3. It is a snake. **Ans:** _____.
4. He dropped the pen. **Ans:** _____.
5. She tore the paper. **Ans:** _____.

13. Write the missing letters and complete the words given below

1. m _ rr _ _ ge 2. b _ o _ h _ r 3. t _ a _ _ er
4. d _ ty 5. c l a _ _.

14. The letters of words in brackets are jumbled. Write them into meaningful words:

1. [EATCREH] _____
2. [AEHTR] _____
3. [GTEAR] _____
4. [PUREDCAT] _____

5. [REAH]T] _____

15. Match the words in column 'A' with their opposites in column 'B' by writing the number in the brackets against the words in column 'B':

A		B
a. Gentle	[]	1. harsh
b. Strong	[]	2. shallow
c. Deep	[]	3. ugly
d. Beautiful	[]	4. weak
e. Agree	[]	5. disagree
f. Open	[6]	6. close

16. Write the following numbers into the corresponding words: e.g.: 20th twentieth.

1. 11 _____ 2. 40 _____ 3. 4 _____
4. 1000 _____ 5. 100 _____

17. Complete this story. Fill in the blanks choosing the correct words:

Gopi and Meena are brother and _____ (mother, friend, sister). One day their Gardener _____ (caught, opened, thought) a parrot. Gopi put it in a _____ (box, cage, room). the parrot cried, 'tain, tain'. Meenna _____ (sat, came, stood) running. She put a piece of _____ (cloth, bread, paper) in the cage. The parrot did not eat it. Meena gave water _____ (to, on, in) the parrot.

18. Write as many words as possible using the characters from the given words:

e.g.: CAPTURE: 1. Care, 2. Cat, 3. Pure, 4. True, 5. Cap, 6. Put, 7. Cure, 8. Rat, 9. Rate, 10.

Cute.

1. BLACKBOARD: _____
2. TEACHER: _____
3. EVEREST: _____
4. DAUGHTER: _____

5. SCHOOL: _____

19. Arrange the following sets of words in the alphabetical order:

1. ever, every, enter, escape. Ans: _____, _____, _____, _____.

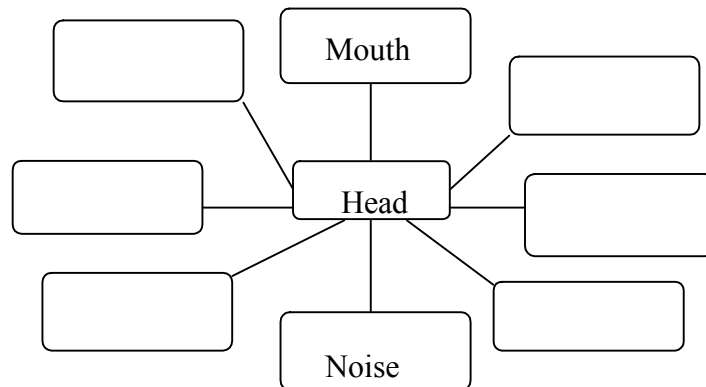
2. touch, thieves, thumb, take. Ans: _____, _____, _____, _____.

3. cat, bag, dog, ant. Ans: _____, _____, _____, _____.

4. s, o, l, k, w. Ans: _____, _____, _____, _____.

5. coffee, tea, bru, juice. Ans: _____, _____, _____, _____.

20. Fill in the boxes with appropriate words in the given semantic map:



Thank you very much for completing this questionnaire.

Appendix -III



Centre for Applied Linguistics and Translation Studies

University of Hyderabad

Hyderabad.

Questionnaire for 7th class

Name of the Student: _____, Medium: Telugu/English

Name of the School: _____, Sex: Male/Female, Location: Rural/Urban

Please answer the following questions. Do not leave any questions blank.

1. The following a group of words that rhyme closest. Draw a circle round those words as in the model shown here: **e.g.:** can din tin

1. hen pen ten, 2. late gate cart, 3. tie fly sky

4. ran can fan 5. deep slip leap

2. Read each word and write the similar rhyming word for each of these: **e.g.:** make take

1. sky _____, 2. tuck _____, 3. male _____,

4. ding _____, 5. to _____.

3. Find out the pronunciation of the underlined character and encircle the character by selecting the appropriate one from the choice given next to the word: **e.g.:** wise [s, z]

1. maps [s, z] 2. ribs [s, z] 3. robs [s, z]

4. advice [s, z] 5. ships [s, z]

4. Underline the silent letters in the following words: **e.g.:** C u r e

1. W a l k 2. P s y c h o l o g y 3. L a t e 4. W a g e 5. W r i t e

5. Choose the correct answer:

1. Who is Dr. Vikram Sarabhai? []

a. Scientist b. Dentist c. Activist d. Doctor

2. Where is Antri?

[]

- a Italy b. Greece c. India d. Germany

6. Use the following words and phrases in the blanks in the passage below:

swimming, breathe, shapes, watching, swallow

This is an aquarium. Children are _____ the fish. The fish are _____ in the water. We cannot _____ when we are under water. But they can. They are of different _____ and colours. The smaller fishes are afraid of the bigger ones. The bigger ones may _____ the smaller ones.

7. Read the following sentences. Choose one if the two words given in brackets:

1. The men are _____ (beating/striking) the drums.
2. Peacock has _____ (beautiful/handsome) feathers.
3. The tribes live away from _____ (villages / towns).
4. The longest river in the world is _____ (a/the) Nile.
5. Raja _____ (and/or) Ramu are brothers.
6. Ramesh is _____ (highly/high) educated.
7. We are going _____ (to/ in) school.

8. Write the meaning of the following words in your mother-tongue:

1. citizen: _____, 2. chew: _____,
3. stalk: _____, 4. lay: _____, 5. bottom: _____.

9. Re-arrange the words in the following lines to make meaningful sentences:

1. city / big / a / is / Hyderabad. Ans: _____
2. made / the Chinese / of / kites / different / shape. Ans: _____
3. rings / fingerprints / have / some Ans: _____
4. policy / honesty / best / the / is Ans: _____
5. motherland / our / is / India. Ans: _____

10. Write the number of the word that you chose next to its meaning in the given space

1. timid [] move your head
2. fluttering [] fearful
3. whisper [] moving the wings
4. prancing [] jumping high and moving quickly
5. nod [] talking silently to each other

11. Circle a word in each row that does not belong to the group:

e.g.: Tea, Coffee, Bru, Juice

1. boxing, wrestling, fencing, volley-ball.
2. skating, skiing, swimming, ice-hockey.
3. jumping, running, throwing, swimming.
4. school, morning, evening, afternoon
5. book, pen, paper, stick.

12. Write the following sentences into past simple tense:

1. Ramu is writing. Ans: _____.
2. She likes . Ans: _____.
3. I do it well. Ans: _____.
4. They do not leave early. Ans: _____.

13. Write the missing letters and complete the words given below:

1. s w i _ _ i n g
2. t _ _ t h
3. d _ c _ _ r
4. r e c _ _ v e
5. m a s t _ _ .

14. The letters of words in brackets are jumbled. Write them into meaningful words:

1. [CSHOALR] _____
2. [EGIUNSO] _____
3. [HCRI] _____
4. [REAHT] _____
5. [TSUNDTE] _____

15. Match the words in column 'A' with their opposites in column 'B' by drawing a line.

A	B
1. down	unhappy
2. hard	save
3. happy	distant
4. spend	wet
5. dry	soft
6. construct	top

16. Expand the following abbreviations: e.g.: Dr. = **doctor**

1. M.A = _____, 2. T.V = _____,
 3. UFO = _____, 4. A.I.R = _____,
 5. Ph.D = _____.

17. Complete this story. Choose the words given in brackets and use the **-ly** form of the words that you have chosen:

Manaranna was in the kitchen. A cat came in _____ (quiet / happy/ sad). He did not see it. The cat saw a bowl of milk and _____ (happy / live / quick) began to drink it. He did not look around and the cat _____ (loud / quiet / happy), lapped up the milk. Then Manaranna saw the cat. He screamed _____ (loud/quiet/quick) and the cat ran out. He looked _____ (light/sad/quiet) at the empty bowl.

18. Write as many words as possible from the given words:

e.g.: CAPTURE: 1.Care, 2. Cat, 3. Pure, 4. True, 5. Cap, 6. Put, 7. Cure, 8. Rat, 9. Rate, 10.

Cute.

1. BLACKBOARD: _____
 2. TEACHER: _____
 3. EVEREST: _____

4. DAUGHTER: _____

5. SCHOOL: _____

19. Arrange the following sets of words in the alphabetical order:

1. ever, every, enter, escape. Ans: _____, _____, _____, _____,

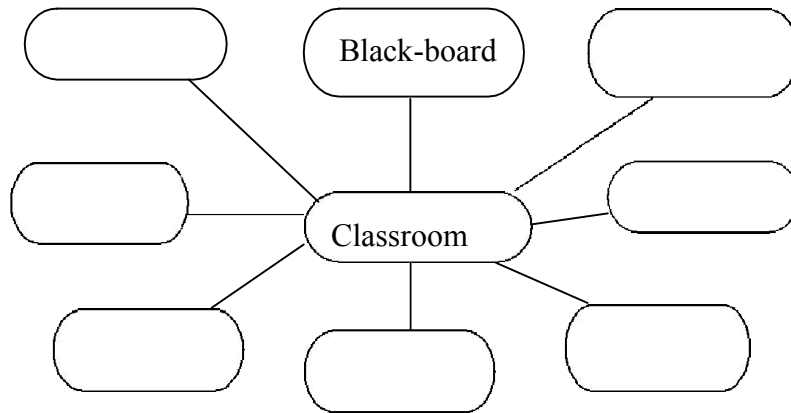
2. touch, thieves, thumb, take. Ans: _____, _____, _____, _____,

3. people, pattern, print, paper. Ans: _____, _____, _____, _____,

4. seen, stolen, station, signature. Ans: _____, _____, _____, _____,

5. book, bud, bug, broke. Ans: _____, _____, _____, _____,

20. Fill in the boxes with appropriate words in the given semantic/word map:



Thank you very much for completing this questionnaire.

Appendix - IV

Answer key for 5th class

- | | | |
|------|--------------|-------------------------------------|
| I. | 1. ran, fan | 6. taught |
| | 2. din, tin | VII. 1. The |
| | 3. pin, kin | 2. usually |
| | 4. pen, hen | 3. and |
| | 5. put foot | 4. beautiful |
| II. | 1. gate | 5. Meadows |
| | 2. like/bike | 6. in |
| | 3. head | 7. searching |
| | 4. foot | 8. highly |
| | 5. fan | VIII. 1. dUrangA/ దూరంగా |
| III. | 1. z | 2. pratyEkanmu/ ప్రత్యేకం |
| | 2. s | 3. viSwAsamu/ విశ్వాసము/మతం |
| | 3. z | 4 pUjimu / పూజించు/పూజ |
| | 4. s | 5. balamaina/ బలమైన |
| | 5. s | IX. 1. Has Radha finished her work? |
| IV. | 1. k | 2. She has made a kite just. |
| | 2. l | 3. This is Peacock. |
| | 3. a | 4. She is singing a song. |
| | 4. e | X. 1. f |
| | 5. e | 2. e |
| V. | 1. a | 3. a |
| | 2. a | 4. b |
| VI. | 1. appealed | 5. d |
| | 2. were | XI. 1. office |
| | 3. was | |
| | 4. hated | |
| | 5. was | |

2. doctor
 3. bus
 4. bag
 5. uniform
- XII. 1. Ramu was writing.
2. She liked you.
3. It was a snake.
4. He had dropped the pen.
5. She had torn the paper.
- XIII. 1. c
2. i
3. e-a
4. o
5. e-c-h
6. e
- XIV. 1. CRICKER
2. TEACHER
3. PEN
4. STUDENT
5. BOOK
- XV. 1. d
2. a
3. b
4. c
5. e
- XVI. 1. eleven
2. four
3. twenty four
4. forty
5. hundred
 6. thirteen
- XVII. 1. -----, left, left
2. do, -----, done
3. -----, made, made
4. -----, put, put
5. complete, completed, -----
- XVIII. 1. Black, Board, Lock, Bad, Rod,
Road, Back, Load, Lack, Lab.
2. Tea, Cheat, He, Reach, Rat,
Teach, Tree, Cat, Cheer, Catch,
Ach.
3. Head, Master, He, She, Star,
Mat, Mad, Rate, Dear, Sad, Heat,
Tree, Rat, Stem, Sea.
4. Cool, So.
5. Book, Note, No, Ok, Took,
Nook, Not, Be, Tone.
- XIX. 1. a, b, c, d, e
2. ant, bag, cat, dog
3. k, l, m, o, s, w
4. den, mat, rat, owl
5. bag, book, pen, slate
- XX. 1. Mother
2. Sister
3. Brother

Appendix - V

Answer Key for 6th class

- | | | |
|------|---------------|--|
| I | 1. late, gate | 3. and |
| | 2. ran, fan | 4. beautiful |
| | 3. hen, pen | 5. meadows |
| | 4. pin, bin | 6. in |
| | 5. put, foot | 7. searching |
| II. | 1. duck | 8. highly |
| | 2. dang | VIII. 1. pEdavaaDu/ పేద(వాడు) |
| | 3. do | 2. visuru/విసురు |
| | 4. like/bike | 3. santOsham /సంతోషం/ఆనంద |
| | 5. sit | 4. samBarAlu/vEDukalu/
సంబరాలు/వేడుకలు |
| III. | 1. z | IX. 1. God solves the problems of his devotees. |
| | 2. s | 2. Rudhra and Simha thought of a plan. |
| | 3. s | 3. Swarochi was kind and brave king. |
| | 4. s | 4. Rudhra and Simha were invited for the marriage. |
| | 5. z | X. 1. c |
| IV. | 1. l | 2. a |
| | 2. k | 3. b |
| | 3. r | 4. e |
| | 4. w | 5. d |
| | 5. g | XI. 1. market |
| V. | 1. c | 2. doctor |
| | 2. a | 3. hen |
| VI. | 1. appealed | 4. school |
| | 2. were | 5. office |
| | 3. was | XII. 1. Ramu was writing. |
| | 4. hated | |
| | 5. was | |
| | 6. taught | |
| VII. | 1. The | |
| | 2. usually | |

2. She liked you.
 3. It was a snake.
 4. He had dropped the pen.
 5. She had torn the paper.
- XIII. 1. a-i-a
2. r-t-e
3. e-c-h
4. u
5. s-s
- XIV. 1. Teacher
2. Earth
3. Agent
4. Captured
5. Heart
- XV. 1. a
2. c
3. d
4. b
5. e
6. f
- XVI. 1. Eleven
2. Forty
3. Four
4. Thousand
5. Hundred
- XVII. 1. sister
2. caught
3. cage
4. came
5. bread
6. to
- XVIII. 1. Black, Board, Lock, Bad, Rod, Road, Back, Load, Lack, Lab.
2. Tea, Cheat, He, Reach, Rat, Teach, Tree, Cat, Cheer, Catch, Ache.
3. Ever, Rest, Eve, Reverse, Set, Vest, Tree,
4. Draught, He, Tear, Red, Date, Rat, Gate, Rate, Tea, Dear, Hate, Hat.
5. Cool, So.
- XIX. 1. enter, escape, ever, every
2. take, thieves, thumb, touch
3. ant, cat, bag, dog
4. k, l, o, s, w
5. bru, coffee, juice, tea
- XX. 1. Eyes/ eyebrows/ eye lash
2. Face/lips
3. Hair
4. Ears
5. Chin/beard
6. Forehead

Appendix – VI

Answer Key for 7th class

- | | | |
|------|---------------|---|
| I | 1. pen, hen | 5. swallow |
| | 2. late, gate | VII. 1. beating |
| | 3. fly, sky | 2. beautiful |
| | 4. ran, fan | 3. villages |
| | 5. deep, leap | 4. the |
| II. | 1. fly | 5. and |
| | 2. duck | 6. highly |
| | 3. mail | 7. to |
| | 4. dang | VIII. 1. pouruDu/ పౌరుడు |
| | 5. do | 2. namalu/ నములు |
| III. | 1. s | 3. komma/ కొమ్మ/ toDoma/ తొడొమ |
| | 2. z | 4. peTTu/ పెట్టు |
| | 3. z | 5. diguvana/ దిగువన/aDuguna/ |
| | 4. s | అడుగున |
| | 5. s | IX. 1. Hyderabad is a big city. |
| IV. | 1. l | 2. The Chinese made different shape of kites. |
| | 2. p-h | 3. Some fingerprints have rings. |
| | 3. e | 4. Honesty is the best policy. |
| | 4. e | 5. India is our Motherland. |
| | 5. w | X. 1. 5 |
| V. | 1. a | 2. 1 |
| | 2. c | 3. 2 |
| VI. | 1. watching | 4. 4 |
| | 2. swimming | |
| | 3. breathe | |
| | 4. shapes | |

5. 3
- XI. 1. Volley-ball
2. Swimming
3. Swimming
4. School
5. Stick
- XII. 1. Ramu was writing.
2. She liked you.
3. I did it well.
4. They did not leave early.
- XIII. 1. m-m
2. e-e
3. o-t-o
4. e-i
5. e-r
- XIV. 1. Scholar
2. Genius
3. Rich
4. Earth
5. Student
- XV. 1. top
2. soft
3. unhappy
5. wet
6. distant
- XVI. 1. Master of Arts
2. Television
3. Unidentified flying Objects
4. All India Radio
5. Doctor of Philosophy
- XVII. 1. quiet
2. happy
3. loud
4. quick
5. sad
- XVIII. 1. Black, Board, Lock, Bad, Rod, Road, Back, Load, Lack, Lab.
2. Tea, Cheat, He, Reach, Rat, Teach, Tree, Cat, Cheer, Catch.
3. Ever, Rest, Eve, Reverse, Set, Vest, Tree,
4. Draught, He, Tear, Red, Date, Rat, Gate, Rate, Tea, Dear, Hate, Hat.
5. Cool, So.
- XIX. 1. enter, escape, ever, every
2. take, thieves, thumb, touch
3. paper, pattern, people, print
4. seen, signature, station, stolen.
5. book, broke, bud, bug.
- XX. 1. Benches
2. Students
3. Table
4. Teacher
5. Fan/windows/ Door(s)
6. Piece of chalk/marker

Appendix - VII
The Blue Print of Samples Collected Schools in Andhra Pradesh[@]

Sl. No	Name of the school	Name of the District	L o c	Respondents																				Total G+H+I	
				5 th class							6 th class							7 th class							
				English			Telugu			A+B(G) Total	English			Telugu			C+D(H) Total	English			Telugu				E+F(I) Total
				M	F	A	M	F	B		M	F	C	M	F	D		M	F	E	M	F	F		
1.	UPS Kondapur	RR	U	06	08	14	12	10	22	36	10	08	18	12	—	12	30	08	02	10	15	03	18	28	94
2.	ZPHS Gachibowli	RR	U	—	—	—	—	—	—	—	20	10	30	09	—	09	39	15	06	21	08	03	11	32	71
3.	PS Gachibowli	RR	U	04	04	08	06	08	14	22	—	—	—	—	—	—	—	—	—	—	—	—	—	—	22
4.	PS Lingampally	RR	U	12	09	21	10	07	17	38	—	—	—	—	—	—	—	—	—	—	—	—	—	—	38
5.	ZPHS for Girls Lingampally	RR	U	—	—	—	—	—	—	—	—	17	17	—	40	40	57	—	25	25		30	30	55	112
6.	ZPHS Lingampally	RR	U	—	—	—	—	—	—	—	—	—	—	—	—	—	—	17	11	28	15	05	20	48	48
7.	PS Raidurga	RR	U	08	09	17	02	05	07	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—	24
8.	ZPHS Raidurga	RR	U	—	—	—	—	—	—	—	08	02	10	14	—	14	24	05	01	06	07	04	11	17	41
	TOTAL			30	30	60	30	30	60	120	38	37	75	35	40	75	150	45	45	90	45	45	90	180	450
9.	UPS Ramanthapoor	NLG	R	02	06	08	04	06	10	18	03	01	04	05	03	08	12	02	01	03	04	02	06	09	39
10.	ZPHS Padmatpally	NLG	R	—	—	—	—	—	—	—	08	02	10	07	04	11	21	05	04	09	04	05	09	18	39
11.	ZPHS Kandukur	NLG	R	—	—	—	—	—	—	—	01	04	05	09	04	13	18	06	06	12	05	05	10	22	40
12.	ZPHS Thouklapur	NLG	R	—	—	—	—	—	—	—	06	08	14	04	04	08	22	03	04	07	08	04	12	19	41
13.	PS Thouklapur	NLG	R	06	03	09	03	02	05	14	—	—	—	—	—	—	—	—	—	—	—	—	—	—	14
14.	ZPHS Cherukupally	NLG	R	—	—	—	—	—	—	—	07	08	15	03	03	06	21	09	11	20	04	12	16	36	57
15.	PS Cherukupally	NLG	R	05	05	10	10	05	15	25	—	—	—	—	—	—	—	—	—	—	—	—	—	—	25
16.	ZPHS Gonaboinapally	NLG	R	—	—	—	—	—	—	—	03	09	12	01	08	09	21	07	08	15	06	05	11	26	47
17.	PS Gonaboinapally	NLG	R	03	06	09	05	05	10	19	—	—	—	—	—	—	—	—	—	—	—	—	—	—	19
18.	ZPHS Iddampally	NLG	R	—	—	—	—	—	—	—	05	01	06	05	07	12	18	06	04	10	01	02	03	13	31
19.	PS Iddampally	NLG	R	06	02	08	—	04	04	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	12
20.	ZPHS Charakonda	MBNR	R	—	—	—	—	—	—	—	02	02	04	05	03	08	12	02	—	02	11	05	16	18	30
21.	PS Charakonda	MBNR	R	07	07	14	02	06	08	22	—	—	—	—	—	—	—	—	—	—	—	—	—	—	22
22.	PS Andugula	MBNR	R	01	01	02	06	02	08	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	10
23.	ZPHS Andugula	MBNR	R	—	—	—	—	—	—	—	02	03	05	05	—	—	05	05	07	12	02	05	07	19	24
TOTAL				30	30	60	30	30	60	120	37	38	75	39	36	75	150	45	45	90	45	45	90	180	450