

CHAPTER - IV

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The present chapter deals with analysis and interpretation of collected data followed by discussion based on it. The present study deals with the process of diagnosis and remediation of learning difficulties of the students of Std. VIII in English language learning. To analyze collected data, statistical techniques like frequency, percentage, t-test and Mean were used. The qualitative data were analyzed using content analysis and classification. The data collected with the help of various tools were analyzed and interpreted in the five sections as given below:

4.2. DATA ANALYSIS OF PILOT STUDY

Since there are very few researches carried out on such problem, the researcher required to try out the plan and procedure to assure its feasibility for the present study. The following analysis hence discuss about the pilot study carried out by the researcher for modification and improvement of the tools and procedure for the final study. For analyzing collected data of the pilot study, statistical techniques like frequency, percentage and Mean were used.

The achievement tests (Pre-test and Post-test) were administered on the selected sample of the study. The total number of students in Class VIII was 23. The analysis of the data was carried out question wise so as to determine the difficulty level and reliability of the test items. The necessary changes and modifications were made after consulting experts in the field. The Pre-test and Post-test scores of both the groups were as given in the table.

Table No.4.2.1**Marks Obtained by the Students in Pilot study Tests**

Roll No.	Pre-test Score	Post-test Score	Roll No.	Pre-test Score	Post-test Score	Roll No.	Pre-test Score	Post-test Score	Roll No.	Pre-test Score	Post-test Score
1	38	51	16	29	35	31	11	25	46	15	27
2	23	30	17	30	29	32	21	23	47	40	31
3	18	22	18	24	30	33	36	38	48	19	28
4	48	35	19	22	23	34	14	26	49	38	43
5	13	22	20	25	33	35	22	22	50	28	39
6	16	25	21	39	41	36	15	25	51	22	35
7	17	33	22	16	19	37	28	30	52	33	42
8	24	27	23	18	32	38	22	34	53	46	46
9	22	23	24	20	20	39	44	49			
10	12	17	25	13	19	40	23	27			
11	22	18	26	35	37	41	32	26			
12	30	40	27	56	37	42	16	24			
13	19	25	28	36	42	43	25	27			
14	50	51	29	19	18	44	31	39			
15	23	33	30	51	42	45	46	46			

The analysis of the given scores was carried out using Mean and Percentage technique. The mean score of the students in the Pre-test was 27.07 and in the Post-test was 31.33 respectively. To ensure the reliability of the test r was calculated. The r of the test scores was 0.79 which indicates the adequate reliability of the parallel tests employed.

4.3. DATA ANALYSIS OF PRE-TEST SCORES

To realize the first objective of the study achievement tests were prepared. The achievement test used as a Pre-test was administered on the selected sample of the standard VIII. There were total 30 students in the selected class but only 23 students continued till the end of the study. Thus total 23 students consisted as the sample for the present study. The question wise analysis of the test was carried out both quantitative and qualitatively using frequency, percentage, mean, content analysis and error analysis. The test is divided into two sections; hence analysis is also divided in to two sections respectively. The blue print of the test is given below:

Table No. 4.3.1

Blue Print of the Achievement Test

Type of testing	Section	Questions	Items	Type of Question	Skills	Sub-Skills	Allotted Marks
Written Test	I	1	30	MCQ	Reading	Grammar, Vocabulary, Word Organization and Editing etc.	15
		2	10	MCQ	Reading	Comprehension, Recognition, Inferring, Predicting etc.	10
		3	5	Gap Filling	Writing	Recognition, Word Organization, Editing etc.	05
		4	5	Error Correction	Writing	Recognition, Word Organization, Editing etc.	10
		5	1/1	Essay	Writing	Grammar, Vocabulary, Word Organization, Editing etc.	10
Performance	II	1	1	Read Aloud Task	Speaking	Word Recognition, Sound Production, Tone, Intonation,	05

					Stress, Pauses etc.	
	2	1	Reciting Task	Speaking	Word Recognition, Sound Production, Tone, Intonation, Stress, Pauses, Rhythm etc.	05
	3	1	Describing a Picture	Speaking	Pronunciation, Speech Fluency, Coherence and Organization, Vocabulary and Grammar, Content Appropriateness etc.	07
	4	1	Story Telling	Speaking	Pronunciation, Speech Fluency, Coherence and Organization, Vocabulary and Grammar, Content Appropriateness etc.	08
	5	10	Responding Questions	Listening	Sound Recognition, Comprehension, Decoding, Associating, Discriminating, Predicting etc.	10
	6	10	Following Instructions	Listening	Sound Recognition, Comprehension, Decoding, Associating, Discriminating, Predicting etc.	05
	7	10	Recognizing the Spoken Word	Listening	Sound Recognition, Comprehension, Decoding, Associating, Discriminating, Predicting etc.	10

4.3.1 ANALYSIS OF SECTION-I (Q.1) OF THE PRE-TEST

In Section-I of the Pre-test there are total five questions covering Reading and Writing skills respectively. The detail information of the all the five questions is given in the table no. 4.3.1 and Achievement test (Pre-test) i.e. Appendix no. 0000. The question wise analysis of the test as follows:

Table No. 4.3.2

Analysis of Q.1: (1) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(1) Noun	06	17	23
		26.09 %	73.91 %	100 %

The table no. 4.3.2 refers to the first sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “The famous mountain in the north of Gujarat is ____.”, the researcher tried to know the knowledge of students regarding concept and use of Nouns in English language. Since it was multiple choice question, out of four choices 06 (26.09%) students responded it correctly and 17 (73.91%) students responded it incorrectly.

Table No. 4.3.3

Analysis of Q.1: (2) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(2) Articles	09	14	23
		39.13 %	60.87 %	100 %

The table no. 4.3.3 refers to the second sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Sachin is _____ cricket player who is famous as ‘Master Blaster’ in Cricket.”, the researcher tried to know the knowledge of students regarding concept and use of Articles in English language. Since it was multiple choice question, out of four choices 09 (39.13%) students responded it correctly and 14 (60.87%) students responded it incorrectly.

Table No. 4.3.4

Analysis of Q.1: (3) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(3) Pronouns		11	12	23
		47.82 %	52.18 %	100 %

The table no. 4.3.4 refers to the third sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Meena is a teacher. _____ teaches Science in the school.”, the researcher tried to know the knowledge of students regarding concept and use of Pronouns in English language. Since it was multiple choice question, out of four choices 11 (47.82%) students responded it correctly and 12 (52.18%) students responded it incorrectly.

Table No. 4.3.5

Analysis of Q.1: (4) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(4)		14	09	23

Adjectives	60.87 %	39.13 %	100 %
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The table no. 4.3.5 refers to the fourth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “There is a _____ garden in Vadodara City.”, the researcher tried to know the knowledge of students regarding concept and use of Adjectives in English language. Since it was multiple choice question, out of four choices 14 (60.87%) students responded it correctly and 09 (39.13%) students responded it incorrectly.

Table No. 4.3.6

Analysis of Q.1: (5) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(5) Verbs		15	08	23
		65.22 %	34.78 %	100 %

The table no. 4.3.6 refers to the fifth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “We _____ English every day.”, the researcher tried to know the knowledge of students regarding concept and use of Verbs in English language. Since it was multiple choice question, out of four choices 15 (65.22%) students responded it correctly and 08 (34.78%) students responded it incorrectly.

Table No. 4.3.7

Analysis of Q.1: (6) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
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(6) Adverbs	09	14	23
	39.13 %	60.87 %	100 %

The table no. 4.3.7 refers to the sixth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “The books are very _____ now.”, the researcher tried to know the knowledge of students regarding concept and use of Adverbs in English language. Since it was multiple choice question, out of four choices 09 (39.13%) students responded it correctly and 14 (60.87%) students responded it incorrectly.

Table No. 4.3.8

Analysis of Q.1: (7) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(7) Prepositions		08	15	23
		34.78 %	65.22 %	100 %

The table no. 4.3.8 refers to the seventh sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Don’t write _____ the textbook.”, the researcher tried to know the knowledge of students regarding concept and use of Prepositions in English language. Since it was multiple choice question, out of four choices 08 (34.78%) students responded it correctly and 15 (65.22%) students responded it incorrectly.

Table No. 4.3.9

Analysis of Q.1: (8) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(8) Modals		01	22	23
		04.35 %	95.65 %	100 %

The table no. 4.3.9 refers to the eighth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “She _____ speak English.”, the researcher tried to know the knowledge of students regarding concept and use of Modals in English language. Since it was multiple choice question, out of four choices 01 (04.35%) students responded it correctly and 22 (95.65%) students responded it incorrectly.

Table No. 4.3.10

Analysis of Q.1: (9) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(9) Conjunctions		19	04	23
		82.61 %	17.39 %	100 %

The table no. 4.3.10 refers to the ninth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Mayur _____ Kanak are friends.”, the researcher tried to know the knowledge of students regarding concept and use of Conjunctions in English language. Since it was multiple choice question, out of four choices 19 (82.61%) students responded it correctly and 04 (17.39%) students responded it incorrectly.

Table No. 4.3.11

Analysis of Q.1: (10) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(10) Primary Auxiliaries	12	11	23
		52.17%	47.83%	100 %

The table no. 4.3.11 refers to the ninth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “My parents _____ very kind.”, the researcher tried to know the knowledge of students regarding concept and use of Primary Auxiliaries in English language. Since it was multiple choice question, out of four choices 12 (52.17%) students responded it correctly and 11 (47.83%) students responded it incorrectly.

Table No. 4.3.12

Analysis of Q.1: (11) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(11) Degrees of Comparison	11	12	23
		47.83 %	52.17 %	100 %

The table no. 4.3.12 refers to the eleventh sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Indian cricket players are _____ than Australian cricket players.”, the researcher tried to know the knowledge of students regarding concept and use of Degrees of Comparison in English language. Since it was multiple choice question, out of four choices 11 (47.83%) students responded it correctly and 12 (52.17%) students responded it incorrectly.

Table No. 4.3.13**Analysis of Q.1: (12) of Section-I (Pre-test)**

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(12) Simple Past Tense		09	14	23
		39.13 %	60.87 %	100 %

The table no. 4.3.13 refers to the twelfth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “They _____ yesterday.”, the researcher tried to know the knowledge of students regarding concept and use of Simple Past Tense in English language. Since it was multiple choice question, out of four choices 09 (39.13%) students responded it correctly and 14 (60.87%) students responded it incorrectly.

Table No. 4.3.14**Analysis of Q.1: (13) of Section-I (Pre-test)**

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(13) Simple Present Tense		00	23	23
		00.00 %	100.00 %	100 %

The table no. 4.3.14 refers to the thirteenth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “He _____ to school every day.”, the researcher tried to know the knowledge of students regarding concept and use of Simple Present Tense in English

language. Since it was multiple choice question, out of four choices 00 (00.00%) students responded it correctly and all the 23 (100.00%) students responded it incorrectly.

Table No. 4.3.15

Analysis of Q.1: (14) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(14)	03	20	23
	Simple Future Tense	13.04 %	86.96 %	100 %

The table no. 4.3.15 refers to the fourteenth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “What time _____ the sun set today?”, the researcher tried to know the knowledge of students regarding concept and use of Simple Future Tense in English language. Since it was multiple choice question, out of four choices 03 (13.04%) students responded it correctly and 20 (86.96%) students responded it incorrectly.

Table No. 4.3.16

Analysis of Q.1: (15) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(15)	00	23	23
	Continuous Past Tense	00.00 %	100.00 %	100 %

The table no. 4.3.16 refers to the fifteenth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “They _____ last night.”, the researcher tried to know the

knowledge of students regarding concept and use of Continuous Past Tense in English language. Since it was multiple choice question, out of four choices 00 (00.00%) students responded it correctly and all the 23 (100.00%) students responded it incorrectly.

Table No. 4.3.17

Analysis of Q.1: (16) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(16) Continuous Present Tense		17	06	23
		73.91 %	26.09 %	100 %

The table no. 4.3.17 refers to the sixteenth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “My sister _____ homework now.”, the researcher tried to know the knowledge of students regarding concept and use of Continuous Present Tense in English language. Since it was multiple choice question, out of four choices 17 (73.91%) students responded it correctly and 06 (26.09%) students responded it incorrectly.

Table No. 4.3.18

Analysis of Q.1: (17) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(17) Continuous Future Tense		02	21	23
		08.70 %	91.30 %	100 %

The table no. 4.3.18 refers to the seventeenth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to

the question i.e “I _____ in my class at that time.”, the researcher tried to know the knowledge of students regarding concept and use of Continuous Future Tense in English language. Since it was multiple choice question, out of four choices 02 (08.70%) students responded it correctly and 21 (91.30%) students responded it incorrectly.

Table No. 4.3.19

Analysis of Q.1: (18) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(18)	01	22	23
	Perfect Past Tense	04.35 %	95.65 %	100 %

The table no. 4.3.19 refers to the eighteenth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “When I reached at the school, the prayer _____ already _____.”, the researcher tried to know the knowledge of students regarding concept and use of Perfect Past Tense in English language. Since it was multiple choice question, out of four choices 01 (04.35%) students responded it correctly and 22 (95.65%) students responded it incorrectly.

Table No. 4.3.20

Analysis of Q.1: (19) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(19)	00	23	23
	Perfect Present Tense	00.00 %	100.00 %	100 %

The table no. 4.3.20 refers to the nineteenth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “I _____ my homework.”, the researcher tried to know the knowledge of students regarding concept and use of Perfect Present Tense in English language. Since it was multiple choice question, out of four choices 00 (00.00%) students responded it correctly and all the 23 (100.00%) students responded it incorrectly.

Table No. 4.3.21

Analysis of Q.1: (20) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(20)	00	23	23
	Perfect Future Tense	00.00 %	100.00 %	100 %

The table no. 4.3.21 refers to the twentieth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Yash _____ the homework by evening.”, the researcher tried to know the knowledge of students regarding concept and use of Perfect Future Tense in English language. Since it was multiple choice question, out of four choices 00 (00.00%) students responded it correctly and all the 23 (100.00%) students responded it incorrectly.

Table No. 4.3.22

Analysis of Q.1: (21) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(21)	01	22	23
	Voice	04.35 %	95.65 %	100 %

The table no. 4.3.22 refers to the twenty first sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “The students _____ by the teacher”, the researcher tried to know the knowledge of students regarding concept and use of Voice in English language. Since it was multiple choice question, out of four choices 01 (04.35%) students responded it correctly and 22 (95.65%) students responded it incorrectly.

Table No. 4.3.23

Analysis of Q.1: (22) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(22)	11	12	23
	Indirect Speech	47.83 %	52.17 %	100 %

The table no. 4.3.23 refers to the twenty second sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Nitesh _____ that he was ill that day.”, the researcher tried to know the knowledge of students regarding concept and use of Indirect Speech in English language. Since it was multiple choice question, out of four choices 11 (47.83%) students responded it correctly and 12 (52.17%) students responded it incorrectly.

Table No. 4.3.24

Analysis of Q.1: (23) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(23)	00	23	23

Forms of 'To Be'	00.00 %	100.00 %	100 %
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The table no. 4.3.24 refers to the twenty third sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Mayur and Naren _____ friends.”, the researcher tried to know the knowledge of students regarding concept and use of Forms of ‘To Be’ in English language. Since it was multiple choice question, out of four choices 00 (00.00%) students responded it correctly and all the 23 (100.00%) students responded it incorrectly.

Table No. 4.3.25

Analysis of Q.1: (24) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(24)	20	03	23
	Has/Have	86.96 %	13.04 %	100 %

The table no. 4.3.25 refers to the twenty fourth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “I _____ a pen.”, the researcher tried to know the knowledge of students regarding concept and use of Has/Have in English language. Since it was multiple choice question, out of four choices 20 (86.96%) students responded it correctly and 03 (13.04%) students responded it incorrectly.

Table No. 4.3.26

Analysis of Q.1: (25) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
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(25) 'There'	19	04	23
	82.61 %	17.39 %	100 %

The table no. 4.3.26 refers to the twenty fifth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “_____ are two trains at the station.”, the researcher tried to know the knowledge of students regarding concept and use of ‘There’ in English language. Since it was multiple choice question, out of four choices 19 (82.61%) students responded it correctly and 04 (17.39%) students responded it incorrectly.

Table No. 4.3.27

Analysis of Q.1: (26) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(26) Antonyms		02	21	23
		08.70 %	91.30 %	100 %

The table no. 4.3.27 refers to the twenty-six-sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Hide is opposite of _____.”, the researcher tried to know the knowledge of students regarding concept and use of Antonyms in English language. Since it was multiple choice question, out of four choices 02 (08.70%) students responded it correctly and 21 (91.30%) students responded it incorrectly.

Table No. 4.3.28

Analysis of Q.1: (27) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(27) Spelling		02	21	23
		08.70 %	91.30 %	100 %

The table no. 4.3.28 refers to the twenty seventh sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Nothing is _____ in the world.”, the researcher tried to know the knowledge of students regarding concept and use of correct Spelling in English language. Since it was multiple choice question, out of four choices 02 (08.70%) students responded it correctly and 21 (91.30%) students responded it incorrectly.

Table No. 4.3.29

Analysis of Q.1: (28) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(28) Do/Does/Did Questions		05	18	23
		21.74 %	78.26 %	100 %

The table no. 4.3.29 refers to the twenty eighth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Why _____ you want to go home?”, the researcher tried to know the knowledge of students regarding concept and use of Do/Does/Did Questions in English language. Since it was multiple choice question, out of four choices 05 (21.74%) students responded it correctly and 18 (78.26%) students responded it incorrectly.

Table No. 4.3.30

Analysis of Q.1: (29) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(29) ‘Wh’ Questions	03	20	23
		13.04 %	86.96 %	100 %

The table no. 4.3.30 refers to the twenty ninth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “_____ is your brother playing?”, the researcher tried to know the knowledge of students regarding concept and use of ‘Wh’ Questions in English language. Since it was multiple choice question, out of four choices 03 (13.04%) students responded it correctly and 20 (86.96%) students responded it incorrectly.

Table No. 4.3.31

Analysis of Q.1: (30) of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(30) Question Tag	04	19	23
		17.39 %	82.61 %	100 %

The table no. 4.3.31 refers to the thirtieth sub question of the first main question of first section of the Achievement Test (Pre-test). Through their responses to the question i.e “Do you smoke? No, I _____.”, the researcher tried to know the knowledge of students regarding concept and use of Question Tag in English language. Since it was multiple choice question, out of four choices 04 (17.39%) students responded it correctly and 19 (82.61%) students responded it incorrectly.

Table No. 4.3.32

Over All Analysis of Students' Responses to Q.1 of Section-I (Pre-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(1) to (30) MCQs	214	476	690
		31.01 %	68.99 %	100 %

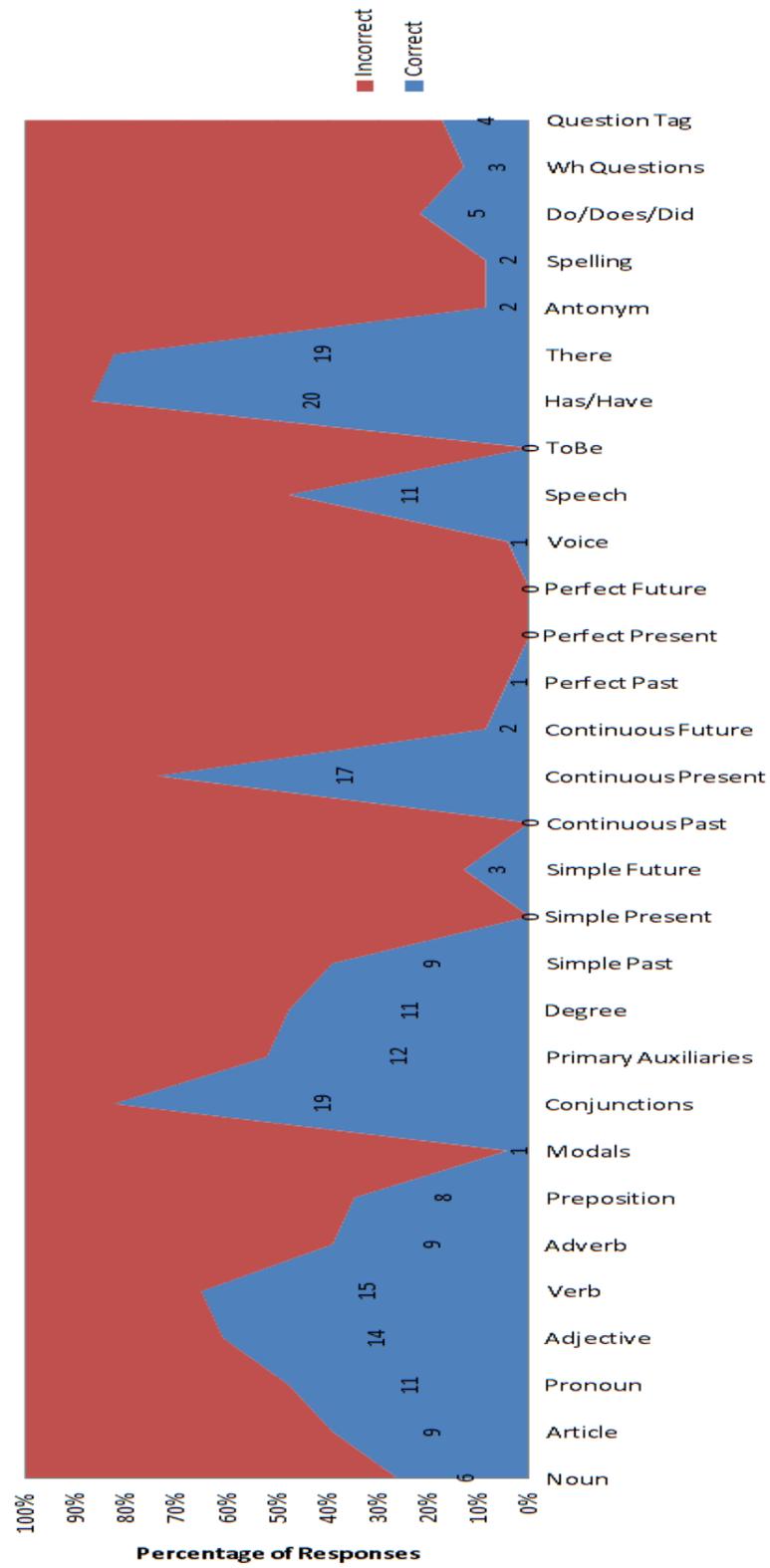
The table no. 4.3.32 refers to the first main question of first section of the Achievement Test (Pre-test). Through their responses to all the 30 questions, the researcher tried to know the knowledge of students regarding concept and use of various grammar points i.e in English language. Since these were multiple choice questions, out of four choices total 214 (31.01%) responses were correct and 476 (68.99%) responses were incorrect.

The first main question of the Achievement Test (Pre-test) covers grammar, vocabulary and comprehension skills of Reading Skill. The grammar points covered in the test were Parts of Speech, Modal and Primary Auxiliaries, Degree of Comparison, Tenses, Voices, Speech, 'Wh' Questions and Question Tag. The performance of all the students was quite critical as we find low scores in the overall performance of the students in the following chart:

Chart No. 4.3.1

Overall Performance of Students in Q.1 (Pre-test)

Over All Performance of Students in Q.1



The chart given above indicates that most critical performance of the students in the first question was in Modals (04.35%), Simple Present (00.00%), , Continuous Past Tense (00.00%), Continuous Future Tense (08.70%), Perfect Past Tense (04.35%), Perfect Present Tense (00.00%), Perfect Future Tense (00.00%), Voices (04.35%), Forms of To Be (00.00%), Antonyms (08.70%) and in Spelling (08.70%), which was below 10.00% performance of the students.

The given chart also indicates that the critical performance of the students in the first question was also in ‘Wh’ Questions (13.04%), Simple Future Tense (13.04%) and Question Tags (17.39%) which was less than 20.00% performance of the students.

The chart also indicates that poor performance of the students in the first question was also in Nouns (26.09%), Articles (39.13%), Adverbs (39.13%), Prepositions (34.78%), Simple Past Tense (39.13%) and in Use of Do/Does/Did (21.74%) which was less than 40.00% performance of the students.

The chart also indicates that average performance of the students in the first question was in Pronouns (47.83%), Primary Auxiliaries (52.17%), Degrees of Comparison (47.83%) and in Indirect Speech (47.83%) which was below 60.00% performance of the students.

The chart also indicates that the adequate performance of the students in the first question was in Adjectives (60.87%), Verbs (65.22%), and excellent performance in Conjunctions (82.61%), Continuous Present Tense (73.91%), Use of Has/Have (86.96%) and Use of there (82.61%).

4.3.2.2 ANALYSIS OF SECTION-I (Q.2) OF THE PRE-TEST

The Second question of the Section-I of the Pre-test covers the Reading Comprehension Skills of English Language. It attempts to check the skills of Comprehension, Recognition, Inference and Prediction of the meaning of the given text. The analysis of the question as follows:

Table No. 4.3.33

Analysis of Q.2: of Section-I (Pre-test)

Section-I	Q.2	Correct Responses	Incorrect Responses	Total
(1)		19	04	23
		82.61 %	17.39 %	100 %
(2)		08	15	23
		34.78%	65.22%	100 %
(3)		19	04	23
		82.61%	17.39%	100 %
(4)		12	11	23
		52.17%	47.83%	100 %
(5)		13	10	23
		56.52%	43.48%	100 %
(6)		10	13	23
		43.48%	56.52%	100 %
(7)		02	21	23
		08.70%	91.30%	100 %
(8)		01	22	23
		04.35%	95.65%	100 %
(9)		11	12	23
		47.83%	52.17%	100 %
(10)		04	19	23
		17.39%	82.61%	100 %

In the table no. 4.3.33, the sub question no. (1), (7) and (9) were set to check the inference and prediction skill of the students. The correct responses to the sub question (1), (7) and (9) were 19 (82.61%), 02 (08.70%) and 11 (47.83%) respectively. While the incorrect responses to the sub question (1), (7) and (9) were 04 (17.39%), 21 (91.30%) and 12 (52.17%) respectively. The sub question no. (2), (3), (4), (5), (6), (8) and (10) were set to check the comprehension and recognition skills of the students. The correct responses to the sub question (2) were 08 (34.78%), (3) were 19 (82.61%), (4) were 12 (52.17%), (5) were 13 (56.52%), (6) were 10 (43.48%), (8) were 01 (04.35%) and (10) were 04 (17.39%) respectively. The incorrect responses to the sub question (2) were 15 (65.22%), (3) were 04 (17.39%), (4) were 11 (47.83%), (5) were 10 (43.48%), (6) were 13 (56.52%), (8) were 22 (95.65%) and (10) were 19 (82.61%) respectively.

4.3.2.2 ANALYSIS OF SECTION-I (Q.3) OF THE PRE-TEST

The Third Question of the Section-I of the Pre-test covers the Writing Skills of English Language. The question was set to check the writing skills of the students in context. It has five sub questions with five choices. The analysis of the question as follows:

Table No. 4.3.34

Analysis of Q.3: of Section-I (Pre-test)

Section-I	Q.3	Correct Responses	Incorrect Responses	Total
(1)		16	07	23
		69.57 %	30.43 %	100 %
(2)		12	11	23
		52.17%	47.83%	100 %
(3)		19	04	23

	82.61%	17.39%	100 %
(4)	11	12	23
	47.83%	52.17%	100 %
(5)	18	05	23
	78.26%	21.74%	100 %
Total	76	39	115
	66.08%	33.92%	100 %

The above table refers to the third question of Section-I of Pre-test. The correct responses to all the sub questions were 76 (66.08%) and incorrect responses were 39 (33.92%) respectively.

4.3.2.2 ANALYSIS OF SECTION-I (Q.4) OF THE PRE-TEST

The Fourth Question of Section-I of the Pre-test covers the Writing Skills of English language. Capitalization and Punctuation are essential conventions to be followed while writing English language. In this question error correction type was employed to check the knowledge of students regarding use of Capitalization and Punctuation in writing. There were total 24 corrections in the given paragraph wherein students had to correct the located error. For every two error correction students were assigned 1 mark. Following is the analysis of the responses given below:

Table No. 4.3.35

Analysis of Q.4: of Section-I (Pre-test)

Section-I	Q.4	No. of Students	Total Error Corrections	Total Required Corrections	Total Expected Responses
00		05	00	100	100

Error Corrections	21.74 %	00.00%	100.00%	21.74 %
02	04	08	72	80
Error Corrections	17.40%	10.00%	90.00%	17.40 %
04	08	32	128	160
Error Corrections	34.78%	20.00%	80.00%	34.78%
06	03	18	42	60
Error Corrections	13.04%	30.00%	70.00%	13.04%
08	03	24	36	60
Error Corrections	13.04%	40.00%	60.00%	13.04%
Total	23	82	378	460
	100.00%	17.82%	82.18%	100 %

The table no. 4.3.35 indicates that 05 (21.74%) students in total could not correct even a single error and their required corrections were 100 (100.00%) out of 100 (21.74%) of the expected corrections.

It also indicates that only 04 (17.40%) students in total could correct 02 errors whose total error corrections were 08 (10.00%) and their required corrections were 72 (90.00%) out of 80 (17.40%) of the total expected corrections.

Further the table also implies that only 08 (34.78%) students in total could correct 04 errors whose total error corrections were 32 (20.00%) and their required corrections were 128 (80.00%) out of 160 (34.78%) of the total expected corrections.

The table also indicates that only 03 (13.04%) students in total could correct 06 errors whose total error corrections were 18 (30.00%) and their required corrections were 42 (80.00%) out of 60 (13.04%) of the total expected corrections.

It also indicates that only 03 (13.04%) students in total could correct 08 errors whose total error corrections were 24 (40.00%) and their required corrections were 36 (60.00%) out of 60 (13.04%) of the total expected corrections.

It can also be perceived from the table that no student has corrected more than 08 errors in response to the Fourth Question of the Section-I of Pre-test.

4.3.2.2 ANALYSIS OF SECTION-I (Q.5) OF THE PRE-TEST

The Fifth Question of Section-I of the Pre-test covers the Writing Skills of English language. Content Appropriateness, Ideas, Grammar/Conventions, Vocabulary, Coherence and Organization are very essential aspects to be considered while writing. The present question is of essay type with two options and has 10 marks. The marks were assigned to the answers of the students considering overall performance in all aspects essay mentioned above. The analysis of the question as follows:

Table No. 4.3.36

Analysis of Q.5: of Section-I (Pre-test)

Section-I	Q.5	No. of Students	Obtained Marks	Obtainable Marks	Total Marks
00 Marks		06	00	60	60
		26.08 %	00.00%	100.00%	26.08 %
01 Marks		06	06	54	60
		26.08 %	10.00%	90.00%	26.08 %
02 Marks		05	10	40	50
		21.73%	20.00%	80.00%	21.73%
03 Marks		02	06	14	20
		08.70%	30.00%	70.00%	08.70%

04 Marks	02	08	12	20
	08.70%	40.00%	60.00%	08.70%
05 Marks	00	00	00	00
	00.00%	00.00%	00.00%	00.00%
06 Marks	02	12	08	20
	08.70%	60.00%	40.00%	08.70%
Total	23	42	188	230
	100.00%	18.26%	81.74%	100.00%

The table no. 4.3.36 indicates that 06 (26.08%) students in total could not obtain even a single mark and there are total 06 (26.08%) students, who could obtain only one mark in the essay. It is obvious from the table that their knowledge of writing essay is very critical and need to learn the essential aspects of writing skill.

The analysis of the answers of the above 12 students revealed that either they just copied the title and the clues given in the question or wrote only meaningless scattered words. The students, who obtained one mark attempted to write simple sentences but with errors in spelling and grammar conventions.

The table also points out that there are only 05 (21.73%) students, who could obtain two marks in the essay. The analysis of the answers of these students revealed that they attempted to use simple sentences to express the meaning using given cues. Spelling errors and grammatical errors were more prevalent in the answers.

The table also suggests that there are only 02 (08.70%) students, who could obtain three marks in the essay and another 02 (08.70%) students who obtained four marks respectively. The analysis of the answers of these students revealed that they used simple sentences to express the meaning using given cues. Spelling errors and grammatical errors were less prevalent in the answers.

The table also suggests that none could obtain five marks in the essay and only 02 (08.70%) students could obtain four marks in the essay. The analysis of the answers of these students revealed that they used simple sentences to express the meaning using given cues appropriately. Spelling errors and grammatical errors were very less in the answers.

All the students in writing the essay found poor as only 42 (18.26%) marks were achieved by them. Majority of the students had exhibited spelling errors, grammatical errors, poor hand writing, poor vocabulary and poor word choice and organization in writing.

4.4.1 ANALYSIS OF SECTION-II OF THE PRE-TEST

The Section-II of the Pre-test is consisted of Seven Questions that covers Speaking and Listening Skills. Pronunciation, Fluency, Accuracy, Vocabulary, Grammar, Content Appropriateness, Coherence and Organization are very essential aspects of Speaking Skill to be considered while producing a speech. Whereas Comprehension, Grammar, Vocabulary, Word Recognition, Prediction, Inference etc. are essential aspects of Listening Skill which a student requires to learn while listening to the oral speech. The following is the analysis of all the Seven Questions of Section-II of Pre-test:

4.4.1.1 ANALYSIS OF SECTION-II (Q.1) OF THE PRE-TEST

The First Question of Section-II covers the Speaking Skills of English Language. Reading aloud is essential in the beginning of learning English. The present question was set to check the read aloud ability of the students with correct pronunciation, stress, intonation, pauses and speed. The task is also used to test the reading ability of the students. The analysis of the question as follows:

Table No. 4.3.37

Analysis of Q.1: of Section-II (Pre-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.1				
00 Mark	06	26.09%	00 / 30	00.00%
01 Mark	04	17.39%	04 / 20	03.48%
02 Marks	04	17.39%	08 / 20	06.95%
03 Marks	05	21.74%	15 / 25	13.04%
04 Marks	04	17.39%	16 / 20	13.92%
05 Marks	00	00.00%	00 / 00	00.00%
Total	23	100.00%	43 / 115	37.39%

The table no. 4.3.37 indicates that 06 (26.09%) students could not secure even a single mark in the task whereas 04 (17.39%) students could secure only 01 mark in the task. It also suggests that another 04 (17.39%) students could secure 02 marks whereas 05 (21.74%) students could secure 03 marks respectively. The table also suggests that 04 (17.39%) students could secure 04 marks and no student could secure 05 marks in the given task.

As the above table suggests, all the 23 students could secure only 43 (37.39%) marks out of 115 (100.00%) of the total marks assigned to all.

4.4.1.2 ANALYSIS OF SECTION-II (Q.2) OF THE PRE-TEST

The Second Question of Section-II covers the Speaking Skills of English Language. Recitation of a poem or rhyme is essential in the beginning of learning English. The present question was set to check the ability of the students to recite the poem or rhyme with correct pronunciation, stress, intonation, rhythm and speed. The analysis of the question as follows:

Table No. 4.3.38

Analysis of Q.2: of Section-II (Pre-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.2				
00 Mark	07	30.43%	00 / 35	00.00%
01 Mark	04	17.39%	04 / 20	03.48%
02 Marks	03	13.04%	06 / 15	05.21%
03 Marks	06	26.08%	18 / 30	15.65%
04 Marks	03	13.04%	12 / 15	10.43%
05 Marks	00	00.00%	00 / 00	00.00%
Total	23	100.00%	40 / 115	34.78%

The table no. 4.3.38 indicates that 07 (30.43%) students could not secure even a single mark in the task whereas 04 (17.39%) students could secure only 01 mark in the task. It also suggests that another 03 (13.04%) students could secure 02 marks whereas 06 (26.08%) students could secure 03 marks respectively. The table also suggests that 03 (13.04%) students could secure 04 marks and no student could secure 05 marks in the given task.

The overview of the above table reveals that all the 23 students could secure only 40 (34.78%) marks out of 115 (100.00%) of the total marks assigned to all.

4.4.1.3 ANALYSIS OF SECTION-II (Q.3) OF THE PRE-TEST

The Third Question of Section-II covers the Speaking Skills of English Language. Skill of Describing a picture or an object is essential in the beginning of learning English. The present question was set to check the ability of the students to describe a picture with correct pronunciation, stress, intonation, rhythm and speed. The analysis of the question as follows:

Table No. 4.3.39

Analysis of Q.3: of Section-II (Pre-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.3				
00 Mark	09	39.13%	00 / 63	00.00%
01 Mark	04	17.39%	04 / 28	02.49%
02 Marks	03	13.04%	06 / 21	03.72%
03 Marks	03	13.04%	09 / 21	05.60%
04 Marks	04	17.39%	16 / 28	09.93%
>05 Marks	01	04.35%	06 / 07	03.72%
Total	23	100.00%	41 / 161	25.46%

The table no. 4.3.39 indicates that 09 (39.13%) students could not secure even a single mark in the task whereas 04 (17.39%) students could secure only 01 mark in the task. It also suggests that 03 (13.04%) students could secure 02 marks whereas another 03 (13.04%) students could secure 03 marks respectively. The table also suggests that 04 (17.39%) students could secure 04 marks and only 01 (04.35%) student could secure 06 marks in the given task. There were no students who secured 05 and 07 marks in the task.

The overview of the above table reveals that all the 23 students could secure only 41 (25.465%) marks out of 161 (100.00%) of the total marks assigned to all.

4.4.1.4 ANALYSIS OF SECTION-II (Q.4) OF THE PRE-TEST

The Fourth Question of Section-II covers the Speaking Skills of English Language. Skill of telling or narrating a story is essential in the beginning of learning English. The present question was set to check the ability of the students to narrate a story using given set of pictures, with correct pronunciation, stress, intonation, rhythm and speed. The analysis of the question as follows:

Table No. 4.3.40

Analysis of Q.4: of Section-II (Pre-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.4				
00 Mark	09	39.13%	00 / 72	00.00%
01 Mark	04	17.39%	04 / 32	02.17%
02 Marks	05	21.74%	10 / 40	05.43%
03 Marks	01	04.35%	03 / 08	01.63%
04 Marks	02	08.70%	08 / 16	04.34%
05 Marks	02	08.70%	10 / 16	05.43%
Total	23	100.00%	35 / 184	19.00%

The table no. 4.3.40 indicates that 09 (39.13%) students could not secure even a single mark in the task whereas 04 (17.39%) students could secure only 01 mark in the task. It also suggests that 05 (21.74%) students could secure 02 marks whereas only 01 (04.35%) students could secure 03 marks respectively. The table also suggests that 02 (08.70%) students could secure 04 marks and another 02 (08.70%) students could secure 06 marks in the given task. There were no students who secured more than 05 marks in the task.

The overview of the above table reveals that all the 23 students could secure only 35 (19.00%) marks out of 184 (100.00%) of the total marks assigned to all.

4.4.1.5 ANALYSIS OF SECTION-II (Q.5) OF THE PRE-TEST

The Fifth Question of Section-II covers the Listening Skills of English Language. Comprehension of speech and Responding to it appropriately is essential in the learning of English. The present question was set to check the ability of the students to respond

the questions asked by the teacher. One mark is assigned to every correct response. The weightage given to the question in the test is total 10 marks. The analysis of the question as follows:

Table No. 4.3.41

Analysis of Q.5: of Section-II (Pre-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.5				
00 Mark	05	21.74%	00 / 50	00.00%
01 Mark	05	21.74%	05 / 50	02.18%
02 Marks	03	13.04%	06 / 30	02.60%
03 Marks	03	13.04%	09 / 30	03.92%
04 Marks	03	13.04%	12 / 30	05.21%
05 Marks	01	04.36%	05 / 10	02.18%
06 Marks	00	00.00%	00 / 00	00.00%
07 Marks	00	00.00%	00 / 00	00.00%
08 Marks	03	13.04%	24 / 30	10.43%
Total	23	100.00%	61 / 230	26.49%

The table no. 4.3.41 indicates that 05 (21.74%) students could not secure even a single mark in the task whereas 05 (21.74%) students could secure only 01 mark in the task. It also suggests that 03 (13.04%) students could secure 02 marks whereas only another 03 (13.04%) students could secure 03 marks respectively. The table also suggests that 03 (13.04%) students could secure 04 marks and only 01 (04.36%) students could

secure 05 marks in the given task. There were no students who secured 06, 07, 09 or 10 marks in the task. Only 03 (13.04%) students could secure 08 marks in the given task.

The overview of the above table reveals that all the 23 students could secure only 61 (26.49%) marks out of 230 (100.00%) of the total marks assigned to all.

4.4.1.6 ANALYSIS OF SECTION-II (Q.6) OF THE PRE-TEST

The Sixth Question of Section-II covers the Listening Skills of English Language. Comprehension of speech and Responding to it appropriately is essential in the learning of English. The present question was set to check the ability of the students to respond to the instructions given by the teacher and perform accordingly. One mark is assigned to every correct performance. The weightage given to the question in the test is total 05 marks. The analysis of the question as follows:

Table No. 4.3.42

Analysis of Q.6: of Section-II (Pre-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.6				
00 Mark	05	21.74%	00 / 25	00.00%
01 Mark	08	34.78%	08 / 40	06.96%
02 Marks	05	21.74%	10 / 25	08.70%
03 Marks	02	08.70%	06 / 20	05.21%
04 Marks	02	08.70%	08 / 20	06.96%
05 Marks	01	04.36%	05 / 05	04.34%
Total	23	100.00%	37 / 115	32.17%

The table no. 4.3.42 indicates that 05 (21.74%) students could not secure even a single mark in the task whereas 08 (34.78%) students could secure only 01 mark in the task. It also suggests that another 05 (21.74%) students could secure 02 marks whereas 02

(08.70%) students could secure 03 marks respectively. The table also suggests that 02 (08.70%) students could secure 04 marks and only 01 (04.36%) student could secure 05 marks in the given task.

The overview of the above table reveals that all the 23 students could secure only 37 (32.17%) marks out of 115 (100.00%) of the total marks assigned to all.

4.4.1.7 ANALYSIS OF SECTION-II (Q.7) OF THE PRE-TEST

The Seventh Question of Section-II covers the Listening Skills of English Language. Comprehension of speech and Responding to it appropriately is essential in the learning of English. The present question was set to check the ability of the students to recognize the sound, syllables and words spoken by the teacher and respond to it accordingly. One mark is assigned to every correct response. The weightage given to the question in the test is total 10 marks. The analysis of the question as follows:

Table No. 4.3.43

Analysis of Q.7: of Section-II (Pre-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.7				
00 Mark	02	08.70%	00 / 20	00.00%
01 Mark	01	04.35%	01 / 10	00.43%
02 Marks	01	04.35%	02 / 10	00.86%
03 Marks	01	04.35%	03 / 10	01.30%
04 Marks	02	08.70%	08 / 20	03.47%
05 Marks	04	17.39%	20 / 40	08.70%
06 Marks	04	17.39%	24 / 40	10.43%
07 Marks	04	17.39%	28 / 40	12.18%

08 Marks	03	13.04%	24 / 30	10.43%
09 Marks	01	04.35%	09 / 10	03.93%
10 Marks	00	00.00%	00 / 00	00.00%
Total	23	100.00%	119 / 230	51.73%

The table no. 4.3.43 indicates that 02 (08.70%) students could not secure even a single mark in the task whereas 01 (04.35%) students could secure only 01 mark in the task. It also suggests that 01 (04.35%) students could secure 02 marks whereas another 01 (04.35%) students could secure 03 marks respectively. The table also suggests that 02 (08.70%) students could secure 04 marks and another 04 (17.39%) students could secure 05 marks in the given task. Then there were another 04 (17.39%) students who secured 06, marks and other 04 (17.39%) students who secured 07 marks in the given task. The table also shows that only 01 (04.35%) students could secure 09 marks and no student could secure 10 marks in the given task.

The overview of the above table reveals that all the 23 students could secure 119 (51.73%) marks out of 230 (100.00%) of the total marks assigned to all.

4.4.2.0 SKILL WISE ANALYSIS OF PRE-TEST SCORES

The achievement tests were prepared on the basis of various sub skills of main four skills, i.e. Listening Skill, Speaking Skill, Reading Skill and Writing Skill. Each skill is given equal weight age in the tests, i.e. 25.00% Marks to each skill. The skill wise analysis of the Pre-test scores was therefore carried out to know the knowledge of the students in each skill of the language. The skill wise analysis of the test follows:

Table No. 4.3.44

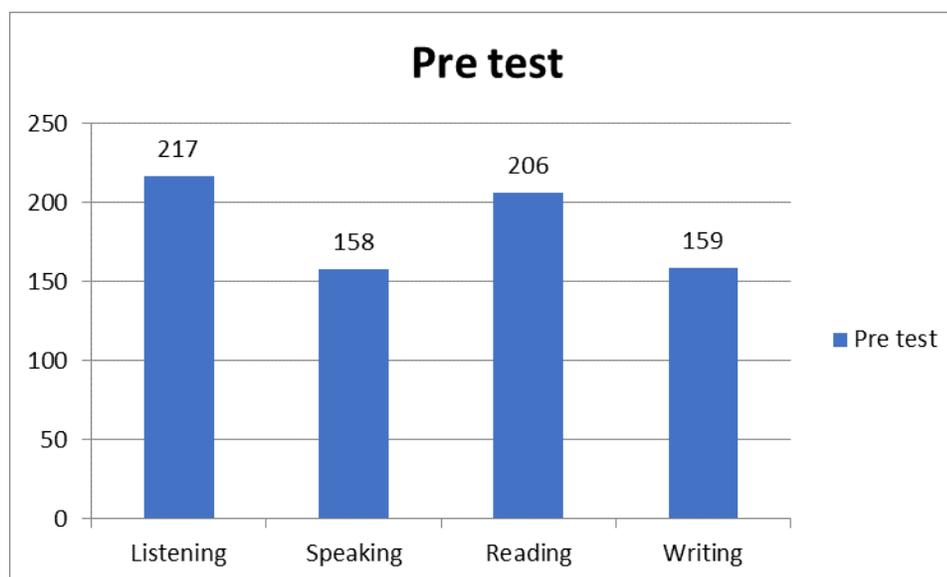
Skill wise Analysis of Pre-test Scores

Skills	Listening Skill	Speaking Skill	Reading Skill	Writing Skill
Total Obtained Marks	217	158	206	159
Percentage	37.73%	27.47%	35.82%	27.65%

The table no. 4.3.44 suggests that All the students could score 217 (37.73%) in the Listening Skill, 158 (27.47%) in the Speaking Skill, 206 (35.82%) in the Reading Skill and 159 (27.65%) in the Writing Skill of English Language. The following chart shows the performance of the students in each skill:

Chart No.4.3.2

Skill wise Performance of Students in Pre-test



From the above chart it is obvious that students are more comfortable in the Receptive (Comprehension) skills i.e. Listening and Reading, than the Productive skills i.e. Speaking and Writing. Even receptive skills and productive skills are also similar to each other. The following table shows the individual performance of each student in all the four skills:

Table No. 4.3.45**Skill wise Individual Analysis of Pre-test Scores**

	Skill wise Obtained Marks in Pre-test				
Student No.	Listening Skill	Speaking Skill	Reading Skill	Writing Skill	Total Marks
S1	19	15	12	13	59
S2	16	16	13	13	58
S3	4	3	9	0	16
S4	2	0	7	1	10
S5	1	1	5	3	10
S6	18	14	12	11	55
S7	3	0	7	4	14
S8	20	20	15	10	65
S9	13	6	11	10	40
S10	9	0	10	7	26
S11	8	2	7	6	23
S12	10	5	8	4	27
S13	10	10	10	7	37
S14	11	6	10	13	40
S15	5	4	9	6	24
S16	13	13	11	9	46

S17	10	13	6	7	36
S18	6	10	6	7	29
S19	14	14	11	7	45
S20	9	6	9	5	29
S21	6	1	8	4	19
S22	5	0	8	7	20
S23	5	0	10	5	20
Total	217	158	206	159	

The above table shows the individual scores of the students in each language skill. As mentioned above All the students could score 217 marks in the Listening Skill, 158 marks in Speaking Skill, 206 marks in Reading Skill and 159 marks in Writing Skill.

The analysis of the total obtained scores was also carried out for calculating Mean, SD and SE of the test scores as given below:

Table No. 4.3.46

Analysis of Obtained Scores of Pre-test

Total Obtained Scores	N	Mean	SD	SE
740	23	32.16	16.21	3.38

The Mean, SD and SE of the Pre-test scores of the group was 32.16, 16.21 and 03.38 respectively. The analysis was also carried out for calculating Mean, SD and SE of each skill as follows:

Table No. 4.3.47

Skill wise Analysis of Obtained Scores of Pre-test

Skills	Total Obtained Scores	N	Mean	SD	SE
Listening Skill	217	23	09.34	05.44	01.13
Speaking Skill	158	23	06.86	06.23	01.30
Reading Skill	206	23	08.95	02.47	00.51
Writing Skill	159	23	06.89	03.59	00.74

The table no. 4.3.47 indicates that Mean, SD and SE value of Listening Skill was 09.34, 05.44 and 01.13 respectively. It also indicates that the Mean, SD and SE value of Speaking skill was 06.86, 06.23 and 01.30 respectively. Further it also indicates that the Mean, SD and SE value of Reading Skill was 08.95, 02.47 and 00.51 respectively. The Mean, SD and SE value of Writing Skill was 06.89, 03.59 and 00.74 respectively.

4.4.2.0 SKILL WISE ANALYSIS OF PRE-TEST SCORES ON LANGUAGE PROFICIENCY SCALE

The English Proficiency Scale was set to know the status of students in four major skills. The analysis of the scores of the students carried out to know their level in all the four language skills. The following is the analysis of students' scores in various skills:

Table No. 4.3.48

Skill wise Analysis of Obtained Scores on Language Proficiency Levels

Skills	Percentage	Listening Skill	Speaking Skill	Reading Skill	Writing Skill	Total
Levels						
Extremely Limited User	0-19%	04	10	00	06	20
Limited User	20-39%	08	04	15	11	38
Modest User	40-59%	07	06	07	06	26
Competent User	60-79%	03	03	01	00	07
Good User	80-100%	01	00	00	00	01
	Total	23	23	23	23	

The above table indicates that there are total 20 extremely limited users i.e. 04 in Listening Skill, 10 in Speaking Skill and 06 in Writing Skill. As the table suggests there is no extremely limited user in Reading Skill.

The above table also suggests that there are total 38 Limited Users i.e. 08 in Listening Skill, 04 in Speaking Skill, 15 in Reading Skill and 11 in Writing Skill. It also suggests that there are total 26 Modest Users i.e. 07 in Listening Skill, 06 in Speaking Skill, 07 in Reading Skill and 06 in Writing Skill.

The above table also indicates that there are total 07 Competent Users i.e. 03 in Listening Skill, 03 in Speaking Skill and 01 in Reading Skill. There is no Competent User in Writing Skill.

The table also suggests that there is only one Good User in Listening Skill and no Good User in any of the three language skills.

4.4. ANALYSIS OF DIAGNOSTIC TESTS

The diagnostic tests were administered to the students to know the learning difficulties of the students in various areas. There are total five diagnostic tests prepared by the investigator: (1) Diagnostic Grammar Test, (2) Diagnostic Listening Test, (3) Diagnostic Speaking Test, (4) Diagnostic Reading Test and (5) Diagnostic Writing Test. The data analysis of the tests was carried out using qualitative methods. The following is the analysis of the Diagnostic Grammar Test given below:

4.4.1 ANALYSIS OF DIAGNOSTIC GRAMMAR TEST

The Diagnostic Grammar Test comprises of total sixty questions which are based on grammar points such as, Parts of Speech, Parts of Sentences, Modals, Primary Auxiliaries, Use of Has/Have, Use of There, Do/Does/Did, Question tags, ‘Wh’ Questions, etc. The students have exhibited poor performance in the grammar section of the Achievement Test (Pre-test) in most of the above grammar points. So the diagnostic test was administered to know the learning difficulties of the students in grammar points. The analysis of the test as follows:

Table No. 4.4.1

Question wise Analysis of Diagnostic Grammar Test

Questions	Responses of 23 Students		Probable Causes	Diagnosis on the basis of options	Remedial Measures
	Correct Response	Incorrect Response			
Each Point Represent 2 Questions					
Noun	23	23	May not know nature and types of ‘Noun’	Couldn’t make difference between noun, verb, adjectives and adverbs.	Use of Parts of speech was taught.

Articles	17	29	May not have knowledge of 'Articles'	Couldn't make difference between 'one' and 'a, an, the';	Use of 'Articles' was taught.
Pronoun	18	28	May not know how to use 'Pronouns'	Errors in use of gender wise pronouns	Use of pronoun was taught.
Adjective	19	27	May not know how to use 'Adjective'	Couldn't make difference between noun, verb, adjectives and adverbs.	Use of Parts of speech was taught.
Verb	34	12	May not know how to use 'Verb'	Couldn't make difference between noun, verb, adjectives and adverbs.	Use of Parts of speech was taught.
Adverb	27	19	May not know how to use 'Adverb'	Couldn't make difference between noun, verb, adjectives and adverbs.	Use of Parts of speech was taught.
Preposition	23	23	May not know how to use 'Preposition'	Couldn't make difference between various prepositions; like, on and over	Use of Prepositions was taught.
Modals	39	07	May not have knowledge of 'Modals'	Couldn't make difference between various modals; like, may and can	Use of Modals was taught.
Conjunction	35	11	May not know how to use 'Conjunction'	Couldn't use the conjunction appropriately	Use of different conjunction

					was taught.
Primary Auxiliaries.	17	29	May not have knowledge of 'Am, Is, Are'	Singular and Plural auxiliaries couldn't be used correctly	Use of primary auxiliaries with singular and plural was taught.
Degrees	20	26	May not have knowledge of 'Degrees'	Couldn't make use of different degrees correctly	Use of degrees was taught
Simple Past	15	31	May not have knowledge of 'Simple Past Tense'	Couldn't use regular as well as irregular verbs of past tense	Regular and irregular verbs were taught.
Simple Present	08	38	May not have knowledge of 'Simple Present Tense'	Couldn't use correct verb of present tense for Noun and Pronouns; e.g. 'I reads', 'He read'.	Suffixes '-s, -es' were taught.
Simple Future	13	33	May not have knowledge of 'Simple Future'	Couldn't use shall and will correctly: e.g. 'Tomorrow, I <u>was</u> get up'	Use of Simple future tense was taught
Continuous Past	09	37	May not have knowledge of 'Continuous Past Tense'	Confusion in using Continuous Past with simple Past	Use of Continuous Past was taught
Continuous Present	33	13	May not have knowledge of	Confusion in using Continuous Present	Use of Continuous

			‘Continuous Present Tense’	with simple present	Present was taught
Continuous Future	12	34	May not have knowledge of ‘Continuous Future Tense’	Couldn’t use ‘be’ with shall and will in Continuous Future tense	Use of ‘be’ with shall and will was taught
Perfect Past	09	37	May not have knowledge of ‘Perfect Past Tense’	Couldn’t use had with past participle, Confusion in using verb of present and past instead of ‘had + P.P.’	Use of Had + P.P. was taught
Perfect Present	04	42	May not have knowledge of ‘Perfect Present Tense’	Couldn’t use ‘have’ with past participle, Confusion in using verb of present and past instead of ‘have + P.P.’	Use of Have + P.P. was taught
Perfect Future	10	36	May not have knowledge of Perfect Future Tense’	Couldn’t use shall-will + have + P.P.	Use of Shall-Will + Have + P.P. was taught
Passive Voice	7	39	May not have knowledge of ‘Voices’	Couldn’t use active as well as passive construction correctly	Use of Active-Passive Construction was taught.
Indirect Speech	18	28	May not have knowledge of ‘Speech’	Couldn’t turn direct speech into indirect: Past-Present-Future	Knowledge & Use of direct and indirect

				narration created confusion	speech was taught
To Be	10	36	May not know how to use forms of 'To Be'	Singular and Plural Noun and Pronouns created confusion	Use of Am-Is-Are with singular and plural with tense was taught
To have	22	24	May not know how to use 'Have'	Couldn't make difference between have, has and had	Use of Have with singular and plural tense-wise was taught
There	32	14	May not know the use of 'There'	Only 'this' and 'that' created confusion to use 'there' correctly.	Use of 'there' in speech was taught
Antonym	15	31	May not know the meaning; May not understand the question	Antonyms couldn't be identified due to lack of knowledge	Prefixes like, in-, dis-, de-en-, non-, im-, em- etc. were taught to make antonyms and synonyms
Spelling	19	27	May not know correct spelling	Couldn't identify the word spellings having irregular consonants and vowels (speech)	Regular and irregular consonants and vowels use in words was taught.

Do/Does/Did	12	34	May not know how to use 'Do, Does, Did'	Confusion in using Do-Does-Did' with Nouns and Pronouns	Use of Do-Does-Did was taught
'Wh' Question	09	37	May not have knowledge of 'Wh' Questions	Confusion in using Which, Where and What correctly	Use of 'Wh' questions was taught
Question Tag	10	36	May not have knowledge of 'Question Tag'	Couldn't use Do+Not (Don't) instead they used am not.	Use of Question Tags to answer was taught.
Total	539	841			
	1380	1380			

The above table suggests that 539 (39.05%) responses were responded correctly by the students whereas 841 (60.95%) responses were responded incorrectly by the students.

The analysis of the diagnostic grammar test revealed that most of the students did not maintained the consistency of correct responses to each grammar points. Hence assuming them to be unaware of grammar rules, the remedial measures were taken to re-teach grammar points to the students.

4.4.2 ANALYSIS OF DIAGNOSTIC LISTENING TEST

The Diagnostic Listening Test was administered on the students to know the learning difficulties they exhibit in the communicative tasks. The Diagnostic Test is consisted of total 3 Questions. The First Question examines the sound and word recognition skill of listening skill through dictation task. The Second Question examines

the comprehension skill of listening skill through performing instructed task. The Third Question examines the responding skill of listening skill through responding to a question. The following is analysis of Diagnostic Listening Test as below:

The First Question examines the sound and word recognition skill of listening skill through dictation task. The paragraphs were selected from the textbooks of Std. 8 and dictation was carried out in the classroom climate. The errors found in the responses of the students in dictation task were as follows:

- 1) More than one syllabic words were not recognized i.e. 'celebrate', 'independence', 'republic', 'organized', 'competitions', 'announcements', 'representatives', 'information', 'candidate', 'contesting', 'sunflower', etc.
- 2) Long pronounced word could not be recognized. i.e. 'celebrate', 'independence', 'republic', 'organized', 'competitions', 'announcements', 'representatives', 'information', 'candidate', 'contesting', 'sunflower', etc.
- 3) Recognized words' spelling was not correct in most of the responses of students. i.e. 'fastivals', 'ystrday', 'chip', 'gast', 'kwiz', 'prinsipal', 'parant', etc.
- 4) Except Pronouns and some short known words, most of the words were erroneous and sentence pattern was not maintained as per the speech. Scattered words exhibited the poor comprehension skill of students.

The Second Question examines the comprehension skill of listening skill through performing instructed task. The students were to perform the task instructed by the teacher and exhibit the comprehension skill of listening. Various Action verbs were used to examine the comprehension skill. The following difficulties were perceived by the researcher while carrying out the task:

- 1) Common action verbs like, 'come', 'go', 'walk', 'run', 'jump', 'turn', 'take', 'give', 'laugh', 'cry', etc. were performed well by the students whereas unknown or unseen action verb is instructed no response was found.
- 2) Moreover phrasal verbs were more confusing to the students, like, 'take out', 'pick up', 'call out', 'get in', 'note down', 'fall down', etc.
- 3) Only Short action verbs were found to be known to the students.

The Third Question examines the comprehension and responding skill of listening skill through responding to the questions. The students were to respond to the question correctly. The correct respond exhibits the listening comprehension skill of a student. The following difficulties were perceived by the researcher while examining the students:

- 1) Most common questions were responded correctly but unknown words were not been responded correctly as they did not know the meaning of the words.
- 2) As the question is framed to examine the listening comprehension of the students, responding to a question correctly was essential. When the researcher asked the question using Do/Does/Did, Modals and Have as an auxiliary verb, students could not respond to it correctly. It shows that they were lacking grammatical knowledge of words and sentences.

Remedial Measures for Listening Skill

The overall performance of the students in Diagnostic Listening Test was that they were lacking essential knowledge of Vocabulary, Grammar Rules, Phonology and Pronunciation. The Remediation of Listening Comprehension Skills was therefore carried out teaching Vocabulary lessons, Grammar Rules and Sound Patterns. Additionally to enhance the Listening Comprehension skills following activities (Lund, 1990) were carried out:

1. **Doing:** the listener responds physically such as in Total Physical Response (TPR);
2. **Choosing:** the listener selects from alternatives such as pictures, objects, texts, or actions;
3. **Transferring:** the listener transforms the message such as drawing a route on map, or filling in a chart;
4. **Answering:** the listener answers questions about the text;
5. **Condensing:** the listener takes notes or makes an outline;

6. **Extending:** the listener goes beyond the text by continuing the story or solving a problem;
7. **Duplicating:** the listener simply repeats or translates the message;
8. **Modeling:** the listener performs a similar task, e.g. gives instructions to a coworker after listening to a model or;
9. **Conversing:** the listener is an active participant in a face-to-face conversation.

4.4.3 ANALYSIS OF DIAGNOSTIC SPEAKING TEST

The Diagnostic Speaking Test was administered on the students to know the learning difficulties they exhibit in the communicative tasks. The Diagnostic Test consisted of total 3 Questions. The First Question of the test was set to examine the Read aloud ability of the students. The Second Question of the test was set to examine the Describing Ability of the students. The Third Question examines the essential skill of narrating a story of the students. The following is the analysis of the test given below:

The First Question of the test was set to examine the Read aloud ability of the students. The skill can also be considered in the skill of Reading but the Read aloud task is Oral in nature, it was considered in Speaking Skill also. In this question the students were to read aloud the given paragraph with correct pronunciation, intonation, stress, pauses, and gestures. The Errors found in the responses of students into this question were as follows:

- 1) More than one syllabic words were not recognized i.e. ‘standing’, ‘height’, ‘Himalayan’, ‘flowers’, ‘Beyond’, ‘streams’, ‘through’, ‘pasture’, ‘shining’, ‘produce’, ‘backdrop’, etc.
- 2) Long pronounced word could not be recognized. i.e. ‘standing’, ‘height’, ‘Himalayan’, ‘flowers’, ‘Beyond’, ‘streams’, ‘through’, ‘pasture’, ‘shining’, ‘produce’, ‘backdrop’, etc.
- 3) The pronunciation of the words was not up to the mark as the voice was low and lacking intonation, stress, pauses and gestures that are essential in communicative language abilities.

The Second Question of the test was set to examine the Describing Ability of the students. In this question the students were to describe the picture using their knowledge of vocabulary, content, organization, grammar rules, with correct Pronunciation, intonation, stress, pauses, gestures and Fluency and Accuracy in speech. In their responses to this question following errors/difficulties were found:

- 1) Vocabulary: In this task very limited vocabulary was exhibited by all the students. The following words were used mostly in descending order: Pronouns, Nouns, Verbs, Phrases, and Adjectives.
- 2) Grammar and Organization: The students' knowledge of grammar was limited which impeded the sentence formation ability of the students. Most of the students used simple sentences while very few students used compound-simple sentences. The organization of the speech hence was not satisfactory to the level of their proficiency.
- 3) Content Appropriateness: All the students exhibited very low fluency and accuracy in the task. Lack of knowledge of grammar and word organization, limited vocabulary slowed down levels content appropriateness.
- 4) Pronunciation and gestures: The students showed very poor speech, attributed with poor pronunciation, intonation, stress and pauses. The frequency of hesitations was quite very high in the speech of all students.
- 5) Fluency and Accuracy: With regard to accuracy, no student could produce the speech with adequate use of vocabulary and appropriate content, grammar rules and correct pronunciation and gestures. The accuracy of the students therefore was not up to the mark. Notwithstanding that they did not even show the fluency in the speech.

The Third Question of the test examines the essential skill of narrating a story of the students. In this question the students were to narrate a story with the help of pictures, using their knowledge of vocabulary, content, organization, and grammar rules, with correct Pronunciation, intonation, stress, pauses, gestures and fluency as well as accuracy in speech. In their responses to this question following errors/difficulties were found:

- 1) **Vocabulary:** In this task very limited vocabulary was exhibited by all the students. The following words were used mostly in descending order: Pronouns, Nouns, Verbs, Phrases, and Adjectives.
- 2) **Grammar and Organization:** The students' knowledge of grammar was limited which impeded the sentence formation ability of the students. Most of the students used simple sentences while very few students used compound-simple sentences. The organization of the speech hence was not satisfactory to the level of their proficiency.
- 3) **Content Appropriateness:** All the students exhibited very low fluency and accuracy in the task. Lack of knowledge of grammar and word organization, limited vocabulary slowed down levels content appropriateness.
- 4) **Pronunciation and gestures:** The students showed very poor speech, attributed with poor pronunciation, intonation, stress and pauses. The frequency of hesitations was quite very high in the speech of all students.
- 5) **Fluency and Accuracy:** With regard to accuracy, no student could produce the speech with adequate use of vocabulary and appropriate content, grammar rules and correct pronunciation and gestures. The accuracy of the students therefore was not up to the mark. Notwithstanding that they did not even show the fluency in the speech.

Remedial Measures:

The overall performance of the students in Diagnostic Speaking Test was that they were lacking essential knowledge of Vocabulary, Grammar Rules, Phonology and Morphology. The Remediation of Speaking Skill was therefore carried out teaching Vocabulary lessons, Grammar Rules, Sound Patterns, Pronunciation and Gestures. The following Activities were carried out in the class to enhance the speaking skill:

- 1) Read Aloud Texts.
- 2) Narrating a picture or a person or a thing or a place
- 3) Story telling
- 4) Information Gap Activities

- 5) Jigsaw Activities
- 6) Role Plays
- 7) Discussion etc.

4.4.4 ANALYSIS OF DIAGNOSTIC READING TEST

The Diagnostic Reading Test was administered on the students to know the learning difficulties they exhibit in the reading tasks. The Diagnostic Test is consisted of total 2 Questions. Both the Questions of the test were set to examine the comprehension ability of the students in Reading texts. The Reading Comprehension covers sub skills like, Recognizing, Inference, Predicting or Guessing, Previewing, Skimming, Scanning and paraphrasing. The sub-questions of the test hence represent the above sub skill or skills for testing Reading Skill. The following is the analysis of the test given below:

- 1) There are 06 questions in the test which represent Understanding the meaning of the text. The students exhibited average performance in the questions, hence showed adequate understanding of the texts.
- 2) There are 08 questions in the test that represent Inference skill of the students from the given text. The students exhibited poor performance in the questions. Hence they required to understand meaning for improving Inference skill.
- 3) There are 06 questions in the test that represent the predicting or guessing skill of the students. The students exhibited average performance in the questions. Hence they showed adequate comprehension of the texts.
- 4) There are 04 questions in the test that represent evaluation skill of the students. The students exhibited average performance in the questions. Hence they showed adequate comprehension of the texts.

Remedial Measures:

The overall performance of the students in Diagnostic Reading Test was that they were lacking essential knowledge of Vocabulary, Grammar Rules. The Remediation of Reading Skill was therefore carried out teaching Vocabulary lessons and Grammar Rules. The following Activities were carried out in the class to enhance the reading skill:

- 1) Read Aloud Texts

- 2) Pair and Group Reading
- 3) Identifying rhyming words
- 4) Jigsaw Activities
- 5) Crosswords
- 6) Reading for Summarize etc.

4.4.5 ANALYSIS OF DIAGNOSTIC WRITING TEST

The Diagnostic Writing Test was administered on the students to know the learning difficulties they exhibit in the writing tasks. The Diagnostic Test is consisted of total 4 Questions. The First Question of the test is set to examine the ability of the students to write the given texts correctly and systematically. The Second Question was set to examine the ability of the students to write essay on given topic. The Third Question was set to examine the ability of the students to use Punctuation and Capitalization rules. The Fourth Question of the test was set to examine the ability of the students to write the story on the basis of given pictures. The question wise analysis of the test as follows:

Analysis of Q. 1 Writing Paragraph

There were so many mistakes in the written paragraph of most of the students

1) Spelling: Most of the students committed spelling mistakes in writing the paragraph.

They are:

- '*raining*' instead of 'raining'
- '*a sleep*' instead of 'asleep'
- '*rainbow*' instead of 'rainbows'
- '*brit*' instead of 'bright'
- '*acros*' instead of 'across'
- '*Mili*' instead of Milli
- '*favourit*', '*favorite*' instead of favourite
- '*seson*' instead of season

2) Capitalization and Punctuation Marks: Many students committed mistakes in following correct capitalization and punctuation marks: The mistakes are:

- '*it*' instead of It

- 'anandi' instead of Anandi
- 'she' instead of She
- 'there' instead of There
- 'milli' instead of Milli
- Avoided the full point and coma marks
- Capitalizing all or some words unnecessarily
- Putting full points and commas unnecessarily

3) Accuracy: Hardly few students wrote the paragraph in neat hand writing with accuracy. The mistakes done by the students are:

- Writing across the line
- Writing above the upper line
- Too much slanting mostly in the right
- Small letters were not clear. i.e. the letter seems;

'n' instead of 'u' in outside

'n' instead of 'r' in ran

'n' instead of 'h' in with and bright

'c' instead of 'e' in season and enjoy

'n' instead of 'm' in dreaming

- Leaving unnecessary gap in the line or between the words
- Capitalization and Punctuation mistakes
- Spelling mistakes

Out of 23 students only 6 students wrote the paragraph in a systematic manner. Except 6 students, all need to learn how to write the language in a systematic and neat manner.

Analysis of Q. 2 Writing an Essay

The students were given two topics to write an essay. Most of the students (21 students) preferred 'My School' instead of writing on 'My Favorite Festival'. Out of 23, 3 students were satisfactory in writing the essay with adequate techniques. Their essay involved characteristics like;

- Covered the required content and gave the title in the heading

- Presented in a systematic manner/well organized ideas
- Very few grammar mistakes, spelling mistake
- Used simple sentences and compound sentences
- Used limited but enough vocabulary to present the ideas
- Used capitalization and punctuation marks properly
- Maintained accuracy in writing with neat and legible hand writing

Those 20 students whose writing the essay was quite unsatisfactory were having characteristics as follow:

- 14 students could not cover the content required
- 11 students did not gave title to their essay
- 9 students who covered the content could not organize the ideas in proper way
- So many grammar mistakes and spelling mistakes
- Used mostly simple sentences but no use of compound and complex sentences; sentence structure was improper
- Vocabulary was extremely limited; function words were not even properly used
- Committed so many mistakes in using capitalization and punctuation marks
- Accuracy in writing was too low: capitalized all or some words unnecessarily, put full points and commas unnecessarily, too much slanting of letters, unreadable/unclear/illegible writing observed

Analysis of Q. 3 Rewriting the sentences

The students were given five sentences to rewrite with correct punctuation and capitalization rules. Out of 23 students 20 students committed mistakes in rewriting the sentences whereas 3 students wrote the sentences correctly with proper punctuation and capitalization. Those 22 students shown characteristics like:

- Avoided to capitalize the first letter of the sentences.
- Avoided to capitalize the first letter of proper nouns
- Avoided to put full point, question mark and exclamatory mark in the end
- Capitalized each/some/many word/words unnecessarily
- Put full point, commas, question marks and exclamatory mark unnecessarily

- Wrote the sentences as they were given

Analysis of Q.4 Writing a story

The students were given seven pictures on the basis of which they were asked to write a meaningful story. Out of 23 students only 3 students wrote the meaningful satisfactory story. Those 20 students shown poor performance even in writing the story based on the pictures. They showed following characteristics:

- 10 out of 20 students could not name the objects.
- 11 students recognized the name of the objects in the picture but could not frame the sentences.
- Most of the students tried to use simple sentences. None could use compound and complex sentences.
- Committed mistakes in writing spelling and sentences
- Most of the students wrote in haphazard manner. No linking between and among all the sentences
- Very few use of function words i.e. Nouns, Pronouns, Conjunctions, Prepositions etc.

Remedial Measures:

The overall performance of the students in Diagnostic Writing Test was that they were lacking essential knowledge of Vocabulary, Grammar Rules and Sentence structures (organization). The Remediation of Writing Skill was therefore carried out teaching Vocabulary lessons and Grammar Rules and Sentence Structures. The following Activities were carried out in the class to enhance the writing skill:

- 1) Error Correction Activities
- 2) Quick Write
- 3) Sentence Auction
- 4) Cinquain Poems
- 5) Guided Writing

4.5. DATA ANALYSIS OF POST-TEST SCORES

To realize the first and last objective of the study, achievement tests were prepared. A parallel test of achievement test used as a Pre-test was administered on the selected sample of the standard VIII. There were total 30 students in the selected class but only 23 students continued till the end of the study. Thus total 23 students consisted as the sample for the present study. The question wise analysis of the test was carried out both quantitative and qualitatively using frequency, percentage, mean, content analysis and error analysis. The test is divided into two sections; hence analysis is also divided in to two sections respectively. The blue print of the test is given in the beginning of this chapter.

4.5.1 ANALYSIS OF SECTION-I (Q.1) OF THE POST-TEST

In Section-I of the Post-test there are total five questions covering both Reading and Writing skills respectively. The detail information of the all the five questions is given in the blueprint of the tests. The question wise analysis of the test as follows:

Table No. 4.5.1

Analysis of Q.1: (1) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(1)	20	03	23
	Noun	86.96 %	13.04 %	100 %

The table no. 4.5.1 refers to the first sub question of Q.1 Section I of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Nouns in English language. Since it was multiple choice question, out of four choices 20 (86.96%) students responded it correctly and 03 (13.04%) students responded it incorrectly.

Table No. 4.5.2

Analysis of Q.1: (2) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(2) Articles	18	05	23
		78.26 %	21.74 %	100 %

The table no. 4.5.2 refers to the second sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Articles in English language. Since it was multiple choice question, out of four choices 18 (78.26%) students responded it correctly and 05 (21.74%) students responded it incorrectly.

Table No. 4.5.3

Analysis of Q.1: (3) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(3) Pronouns	16	07	23
		69.57 %	30.43 %	100 %

The table no. 4.5.3 refers to the third sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Pronouns in English language. Since it was multiple choice question, out of four choices

16 (69.57%) students responded it correctly and 07 (30.43%) students responded it incorrectly.

Table No. 4.5.4

Analysis of Q.1: (4) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(4)	22	01	23
	Adjectives	95.65 %	04.35 %	100 %

The table no. 4.5.4 refers to the fourth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Adjectives in English language. Since it was multiple choice question, out of four choices 22 (95.65%) students responded it correctly and 01 (04.35) students responded it incorrectly.

Table No. 4.5.5

Analysis of Q.1: (5) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(5)	01	22	23
	Verbs	04.35 %	95.65 %	100 %

The table no. 4.5.5 refers to the fifth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of

Verbs in English language. Since it was multiple choice question, out of four choices 01 (04.35%) students responded it correctly and 22 (95.65%) students responded it incorrectly.

Table No. 4.5.6

Analysis of Q.1: (6) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(6) Adverbs		07	16	23
		30.43 %	69.57 %	100 %

The table no. 4.5.6 refers to the sixth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Adverbs in English language. Since it was multiple choice question, out of four choices 07 (30.43%) students responded it correctly and 16 (69.57%) students responded it incorrectly.

Table No. 4.5.7

Analysis of Q.1: (7) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(7) Prepositions		00	23	23
		00.00 %	100.00 %	100 %

The table no. 4.5.7 refers to the seventh sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question

the researcher tried to know the knowledge of students regarding concept and use of Prepositions in English language. Since it was multiple choice question, out of four choices 00 (00.00%) students responded it correctly and 23 (100.00%) students responded it incorrectly.

Table No. 4.5.8

Analysis of Q.1: (8) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(8) Modals	06	17	23
		26.09 %	73.91 %	100 %

The table no. 4.5.8 refers to the eighth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Modals in English language. Since it was multiple choice question, out of four choices 06 (26.09%) students responded it correctly and 17 (73.91%) students responded it incorrectly.

Table No. 4.5.9

Analysis of Q.1: (9) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(9) Conjunctions	17	06	23
		73.91 %	26.09 %	100 %

The table no. 4.5.9 refers to the ninth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Conjunctions in English language. Since it was multiple choice question, out of four choices 17 (73.91%) students responded it correctly and 06 (26.09%) students responded it incorrectly.

Table No. 4.5.10
Analysis of Q.1: (10) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(10) Primary Auxiliaries	08	15	23
		34.78%	65.22%	100 %

The table no. 4.5.10 refers to the ninth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Primary Auxiliaries in English language. Since it was multiple choice question, out of four choices 08 (34.78%) students responded it correctly and 15 (65.22%) students responded it incorrectly.

Table No. 4.5.11
Analysis of Q.1: (11) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(11) Degrees of Comparison	00	23	23
		00.00 %	100.00 %	100 %

The table no. 4.5.11 refers to the eleventh sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Degrees of Comparison in English language. Since it was multiple choice question, out of four choices 00 (00.00%) students responded it correctly and 23 (100.00%) students responded it incorrectly.

Table No. 4.5.12

Analysis of Q.1: (12) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(12)	15	08	23
	Simple Past Tense	65.22 %	34.78 %	100 %

The table no. 4.5.12 refers to the twelfth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Simple Past Tense in English language. Since it was multiple choice question, out of four choices 15 (65.22%) students responded it correctly and 08 (34.78%) students responded it incorrectly.

Table No. 4.5.13

Analysis of Q.1: (13) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(13)	15	08	23

Simple Present Tense	65.22 %	34.78 %	100 %
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The table no. 4.5.13 refers to the thirteenth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Simple Present Tense in English language. Since it was multiple choice question, out of four choices 15 (65.22%) students responded it correctly and all the 08 (34.78%) students responded it incorrectly.

Table No. 4.5.14

Analysis of Q.1: (14) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(14)	00	23	23
	Simple Future Tense	00.00 %	00.00 %	100 %

The table no. 4.5.14 refers to the fourteenth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Simple Future Tense in English language. Since it was multiple choice question, out of four choices 00 (00.00%) students responded it correctly and 23 (100.00%) students responded it incorrectly.

Table No. 4.5.15

Analysis of Q.1: (15) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
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(15) Continuous Past Tense	07	16	23
	30.43 %	69.57 %	100 %

The table no. 4.5.15 refers to the fifteenth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Continuous Past Tense in English language. Since it was multiple choice question, out of four choices 07 (30.43%) students responded it correctly and all the 16 (69.57%) students responded it incorrectly.

Table No. 4.5.16

Analysis of Q.1: (16) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(16) Continuous Present Tense		15	08	23
		65.22 %	34.78 %	100 %

The table no. 4.5.16 refers to the sixteenth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question the researcher tried to know the knowledge of students regarding concept and use of Continuous Present Tense in English language. Since it was multiple choice question, out of four choices 15 (65.22%) students responded it correctly and 08 (34.78%) students responded it incorrectly.

Table No. 4.5.17

Analysis of Q.1: (17) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
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(17) Continuous Future Tense	12	11	23
	52.17 %	47.83 %	100 %

The table no. 4.5.17 refers to the seventeenth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Continuous Future Tense in English language. Since it was multiple choice question, out of four choices 12 (52.17%) students responded it correctly and 11 (47.83%) students responded it incorrectly.

Table No. 4.5.18

Analysis of Q.1: (18) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(18) Perfect Past Tense		00	23	23
		00.00 %	100.00 %	100 %

The table no. 4.5.18 refers to the eighteenth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Perfect Past Tense in English language. Since it was multiple choice question, out of four choices 00 (00.00%) students responded it correctly and 23 (100.00%) students responded it incorrectly.

Table No. 4.5.19

Analysis of Q.1: (19) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(19) Perfect Present Tense		02	21	23
		08.70 %	91.30 %	100 %

The table no. 4.5.19 refers to the nineteenth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Perfect Present Tense in English language. Since it was multiple choice question, out of four choices 02 (08.70%) students responded it correctly and all the 21 (91.30%) students responded it incorrectly.

Table No. 4.5.20

Analysis of Q.1: (20) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(20) Perfect Future Tense		00	23	23
		00.00 %	100.00 %	100 %

The table no. 4.5.20 refers to the twentieth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Perfect Future Tense in English language. Since it was multiple choice question, out of four choices 00 (00.00%) students responded it correctly and all the 23 (100.00%) students responded it incorrectly.

Table No. 4.5.21

Analysis of Q.1: (21) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(21) Voice		01	22	23
		04.35 %	95.65 %	100 %

The table no. 4.5.21 refers to the twenty first sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Voice in English language. Since it was multiple choice question, out of four choices 01 (04.35%) students responded it correctly and 22 (95.65%) students responded it incorrectly.

Table No. 4.5.22

Analysis of Q.1: (22) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(22) Indirect Speech		02	21	23
		08.70 %	91.30 %	100 %

The table no. 4.5.22 refers to the twenty second sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Indirect Speech in English language. Since it was multiple choice question, out of four choices 02 (08.70%) students responded it correctly and 21 (91.30%) students responded it incorrectly.

Table No. 4.5.23

Analysis of Q.1: (23) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(23) Forms of 'To Be'		22	01	23
		95.65 %	04.35 %	100 %

The table no. 4.5.23 refers to the twenty third sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Forms of 'To Be' in English language. Since it was multiple choice question, out of four choices 22 (95.65%) students responded it correctly and all the 01 (04.35%) students responded it incorrectly.

Table No. 4.5.24

Analysis of Q.1: (24) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
(24) Has/Have		05	18	23
		21.74 %	78.26 %	100 %

The table no. 4.5.24 refers to the twenty fourth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Has/Have in English language. Since it was multiple choice question, out of four choices 05 (21.74%) students responded it correctly and 18 (78.26%) students responded it incorrectly.

Table No. 4.5.25

Analysis of Q.1: (25) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(25) 'There'	06	17	23
		26.09 %	73.91 %	100 %

The table no. 4.5.25 refers to the twenty fifth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of 'There' in English language. Since it was multiple choice question, out of four choices 06 (26.09%) students responded it correctly and 17 (73.91%) students responded it incorrectly.

Table No. 4.5.26

Analysis of Q.1: (26) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(26) Antonyms	13	10	23
		56.52 %	43.48 %	100 %

The table no. 4.5.26 refers to the twenty six sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Antonyms in English language. Since it was multiple choice question, out of four choices 13 (56.52%) students responded it correctly and 10 (43.48%) students responded it incorrectly.

Table No. 4.5.27

Analysis of Q.1: (27) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(27)	16	07	23
	Spelling	69.57 %	30.43 %	100 %

The table no. 4.5.27 refers to the twenty seventh sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of correct Spelling in English language. Since it was multiple choice question, out of four choices 16 (69.57%) students responded it correctly and 07 (30.43%) students responded it incorrectly.

Table No. 4.5.28

Analysis of Q.1: (28) of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(28)	09	14	23
	Do/Does/Did Questions	39.13 %	60.87 %	100 %

The table no. 4.5.28 refers to the twenty eighth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Do/Does/Did Questions in English language. Since it was multiple choice question, out of four choices 09 (39.13%) students responded it correctly and 14 (60.87%) students responded it incorrectly.

Table No. 4.5.29**Analysis of Q.1: (29) of Section-I (Post-test)**

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(29)	21	02	23
	'Wh' Questions	91.30 %	08.70 %	100 %

The table no. 4.5.29 refers to the twenty ninth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of 'Wh' Questions in English language. Since it was multiple choice question, out of four choices 21 (91.30%) students responded it correctly and 02 (08.70%) students responded it incorrectly.

Table No. 4.5.30**Analysis of Q.1: (30) of Section-I (Post-test)**

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(30)	01	22	23
	Question Tag	04.35 %	95.65 %	100 %

The table no. 4.5.30 refers to the thirtieth sub question of the first main question of first section of the Achievement Test (Post-test). Through their responses to the question, the researcher tried to know the knowledge of students regarding concept and use of Question Tag in English language. Since it was multiple choice question, out of

four choices 01 (04.35%) students responded it correctly and 22 (95.65%) students responded it incorrectly.

Table No. 4.5.31

Over All Analysis of Students' Responses to Q.1 of Section-I (Post-test)

Section-I	Q.1.	Correct Responses	Incorrect Responses	Total
	(1) to (30) MCQs	276	414	690
		40.00 %	60.00 %	100 %

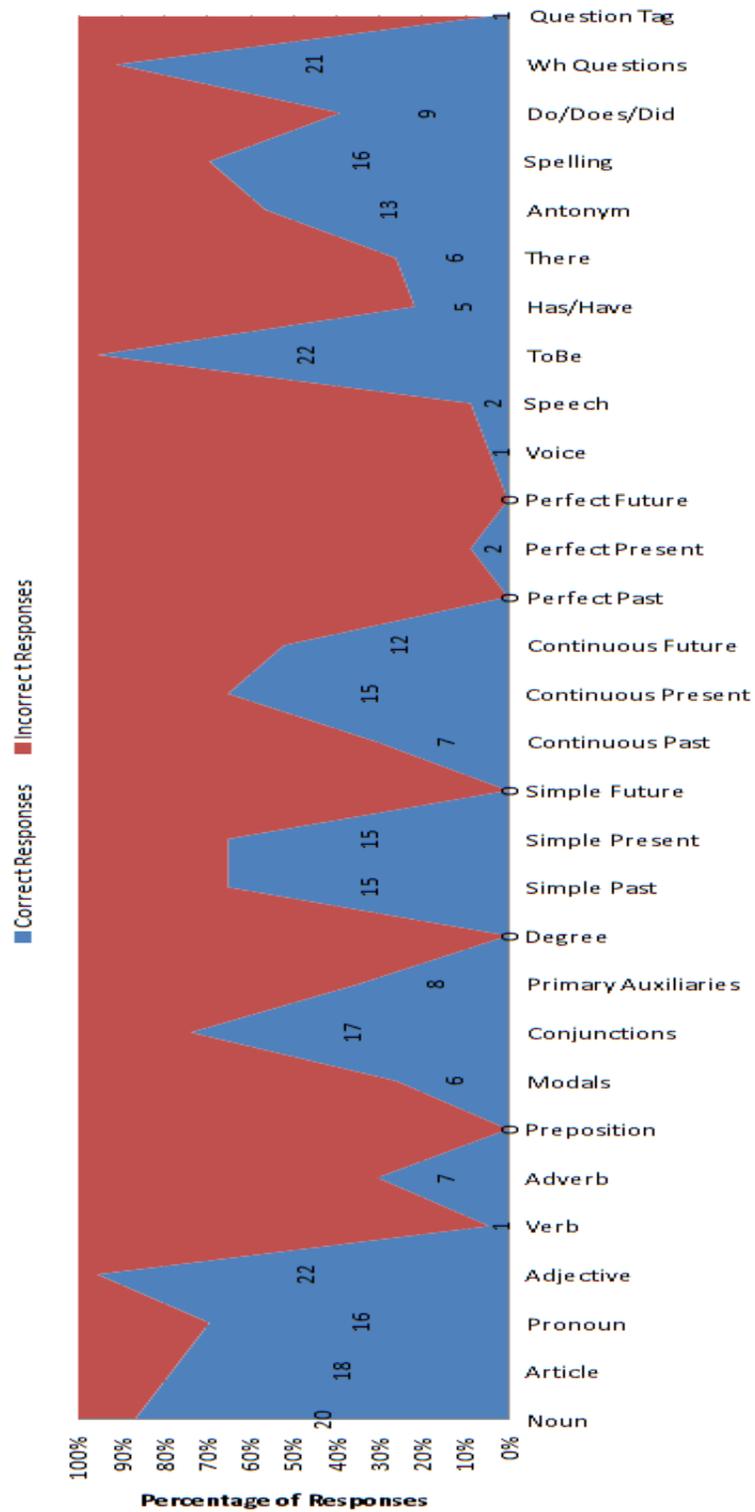
The table no. 4.5.31 refers to the first main question of first section of the Achievement Test (Post-test). Through their responses to all the 30 questions, the researcher tried to know the knowledge of students regarding concept and use of various grammar points in English language. Since these were multiple choice questions, out of four choices total 276 (40.00%) responses were correct and 414 (60.00%) responses were incorrect.

The first main question of the Achievement Test (Post-test) covers grammar, vocabulary and comprehension skills of Reading Skill. The grammar points covered in the test were Parts of Speech, Modal and Primary Auxiliaries, Degree of Comparison, Tenses, Voices, Speech, 'Wh' Questions and Question Tag. The performance of all the students was quite poor as we find low scores in the overall performance of the students in the following chart:

Chart No. 4.5.1

Overall Performance of Students in Q.1 (Post-test)

Overall Performance of Students in Q,1



The chart given above indicates that most critical performance of the students in the first question was in Verbs, Prepositions, Degrees of Comparison, Simple Future Tense, All the Perfect Tenses, Voices, Question Tags and Indirect Speech which was below 10.00% performance of the students.

The given chart also indicates that the critical performance of the students in the first question was also in Adverbs, Modals, Primary Auxiliaries, Continuous Past, Has/Have , There and Do/Does/Did which was less than 20.00% performance of the students.

The chart also indicates that poor performance of the students in the first question was also in Articles, Pronouns, Conjunctions, Simple Past and Present Tense, Continuous Present and Future Tense, Antonyms and Spelling, which was less than 40.00% performance of the students.

The chart also indicates that adequate performance of the students in the first question was in Nouns, Adjectives, To Be and ‘Wh’ Questions which was below 60.00% performance of the students.

4.5.2 ANALYSIS OF SECTION-I (Q.2) OF THE POST-TEST

The Second question of the Section-I of the Post-test covers the Reading Comprehension Skills of English Language. It attempts to check the skills of Comprehension, Recognition, Inference and Prediction of the meaning of the given text. The analysis of the question as follows:

Table No. 4.5.32

Analysis of Q.2: of Section-I (Post-test)

Section-I	Q.2	Correct Responses	Incorrect Responses	Total
(1)		22	01	23
		95.65 %	04.35 %	100 %
(2)		21	02	23

	91.30%	08.70%	100 %
(3)	08	15	23
	34.78%	65.22%	100 %
(4)	20	03	23
	86.96%	13.04%	100 %
(5)	20	03	23
	86.96%	13.04%	100 %
(6)	08	15	23
	34.78%	65.22%	100 %
(7)	13	10	23
	56.52%	43.48%	100 %
(8)	19	04	23
	82.61%	17.39%	100 %
(9)	12	11	23
	52.17%	47.83%	100 %
(10)	05	18	23
	21.74%	78.26%	100 %

In the table no. 4.5.32, the sub question no. (1), (7) and (9) were set to check the inference and prediction skill of the students. The correct responses to the sub question (1), (7) and (9) were 22 (95.65%), 13 (56.52%) and 12 (52.17%) respectively. While the incorrect responses to the sub question (1), (7) and (9) were 01 (04.35%), 10 (43.48%) and 11 (47.83%) respectively. The sub question no. (2), (3), (4), (5), (6), (8) and (10)

were set to check the comprehension and recognition skills of the students. The correct responses to the sub question (2) were 21 (91.30%), (3) were 08 (34.78%), (4) were 20 (86.96%), (5) were 20 (86.96%), (6) were 08 (34.78%), (8) were 19 (82.61%) and (10) were 05 (21.74%) respectively. The incorrect responses to the sub question (2) were 02 (08.70%), (3) were 15 (65.22%), (4) were 03 (13.04%), (5) were 03 (13.04%), (6) were 15 (65.22%), (8) were 04 (17.39%) and (10) were 18 (78.26%) respectively.

4.5.3 ANALYSIS OF SECTION-I (Q.3) OF THE POST-TEST

The Third Question of the Section-I of the Post-test covers the Writing Skills of English Language. The question was set to check the writing skills of the students in context. It has five sub questions with five choices. The analysis of the question as follows:

Table No. 4.5.33

Analysis of Q.3: of Section-I (Post-test)

Section-I	Q.3	Correct Responses	Incorrect Responses	Total
(1)		12	11	23
		52.17%	47.83%	100 %
(2)		15	08	23
		65.22%	34.78%	100 %
(3)		13	10	23
		56.52%	43.48%	100 %
(4)		13	10	23
		56.52%	43.48%	100 %

(5)	11	12	23
	47.83%	52.17%	100 %
Total	64	51	115
	55.65%	44.34%	100 %

The above table refers to the third question of Section-I of Post-test. The correct responses to all the sub questions were 64 (55.65%) and incorrect responses were 51 (44.34%) respectively.

4.5.4 ANALYSIS OF SECTION-I (Q.4) OF THE PRE-TEST

The Fourth Question of Section-I of the Pre-test covers the Writing Skills of English language. Capitalization and Punctuation are essential conventions to be followed while writing English language. In this question error correction type was employed to check the knowledge of students regarding use of Capitalization and Punctuation in writing. There were total 24 corrections in the given paragraph wherein students had to correct the located error. For every two error correction students were assigned 1 mark. Following is the analysis of the responses given below:

Table No. 4.5.34

Analysis of Q.4: of Section-I (Post-test)

Section-I	Q.4	No. of Students	Total Error Corrections	Total Required Corrections	Total Expected Responses
00 to 02	Error Corrections	01	02	18	20
		04.34 %	00.43%	03.91%	04.34 %
Up to 05	Error Corrections	03	11	49	60
		13.04%	02.39%	10.65%	13.04 %

Up to 10 Error Corrections	11	96	124	220
	47.82%	20.86%	26.95%	47.82%
Up to 15 Error Corrections	07	85	55	140
	30.43%	18.47%	11.95%	30.43%
Up to 20 Error Corrections	01	16	04	20
	04.34%	03.47%	00.86%	04.34%
Total	23	210	250	460
	100.00%	45.65%	54.34%	100 %

The table no. 4.5.34 indicates that only 01 (04.34%) student could correct up to 02 errors and his/her required corrections were 18 (03.91%) out of 20 (04.34%) of the expected corrections.

It also implies that only 03 (13.04%) students in total could correct up to 05 errors whose total error corrections were 11 (02.39%) and their required corrections were 49 (10.65%) out of 60 (13.04%) of the total expected corrections.

The table also indicates that only 11 (47.82%) students in total could correct up to 10 errors whose total error corrections were 96 (20.86%) and their required corrections were 126 (26.95%) out of 220 (47.82%) of the total expected corrections.

It also indicates that only 07 (30.43%) students in total could correct up to 15 errors whose total error corrections were 85 (18.47%) and their required corrections were 55 (11.95%) out of 140 (30.43%) of the total expected corrections.

The table also indicates that only 01 (04.34%) student could correct up to 20 errors whose total error corrections were 16 (03.47%) and his/her required corrections were 04 (00.86%) out of 20 (04.34%) of the total expected corrections.

It can also be perceived from the table that no student has corrected more than 16 errors in response to the Fourth Question of the Section-I of Pre-test.

4.5.5 ANALYSIS OF SECTION-I (Q.5) OF THE POST-TEST

The Fifth Question of Section-I of the Post-test covers the Writing Skills of English language. Content Appropriateness, Ideas, Grammar/Conventions, Vocabulary, Coherence and Organization are very essential aspects to be considered while writing. The present question is of essay type with two options and has 10 marks. The marks were assigned to answers of the students considering overall performance in all the aspects of essay writing given above. The analysis of the question as follows:

Table No. 4.5.35

Analysis of Q.5: of Section-I (Post-test)

Section-I	Q.5	No. of Students	Obtained Marks	Obtainable Marks	Total Marks
00 Marks		01	00	10	10
		04.34 %	00.00%	100.00%	04.34 %
01 Marks		06	06	54	60
		26.08 %	02.60%	23.47%	26.08 %
02 Marks		05	10	40	50
		21.73%	04.34%	17.39%	21.73%
03 Marks		02	06	14	20
		08.70%	02.60%	06.08%	08.70%
04 Marks		03	12	18	30
		13.04%	05.21%	07.82%	13.04%
05 Marks		01	05	05	10
		04.34%	02.17%	02.17%	04.34%
06		04	24	16	40

Marks	17.39%	10.43%	06.95%	17.39%
07 Marks	01	07	03	10
	04.34%	03.04%	01.30%	04.34%
Total	23	70	160	230
	100.00%	30.44%	69.56%	100.00%

The table no. 4.5.35 indicates that only 01 (04.34%) student could not obtain even a single mark in the essay. It is obvious from the table that his/her knowledge of writing essay is very critical and need to learn the essential aspects of writing skill.

The table no. 4.5.35 also indicates that total 06 (26.08%) students could obtain 01 mark in the essay. The analysis of the answers of the above 06 students revealed that either they just wrote only meaningless scattered words or attempted to write simple sentences, with errors in spelling and grammar composition.

The table also points out that there are only 05 (21.73%) students, who could obtain two marks in the essay. The analysis of the answers of these students revealed that they attempted to use simple sentences to express the meaning using given cues. Spelling errors and grammatical errors were more prevalent in the answers.

The table also suggests that there are only 02 (08.70%) students, who could obtain three marks in the essay and 03 (13.04%) students who obtained four marks respectively. The analysis of the answers of these students revealed that they used simple sentences to express the meaning using given cues. Spelling errors and grammatical errors were less prevalent in the answers.

The table also suggests that only 01 (04.34%) student could obtain five marks in the essay and only 04 (17.39%) students could obtain six marks in the essay. The analysis of the answers of these students revealed that they used simple sentences to express the meaning using given cues appropriately. Spelling errors and grammatical errors were very less in the answers.

It also suggests that only 01 (04.34%) students could obtain 07 marks in the essay. The analysis of the essay of the student revealed that the content of the essay was as per the given cues and very few grammatical errors observed.

Thus, the table no. 4.5.35 reveals that most of the students in writing the essay are poor as only 70 (30.44%) marks were achieved by all. Majority of the students had exhibited spelling errors, grammatical errors, poor hand writing, poor vocabulary and poor word choice and organization in writing.

4.5.2 ANALYSIS OF SECTION-II OF THE POST-TEST

The Section-II of the Post-test is consisted of Seven Questions that covers Speaking and Listening Skills. Pronunciation, Fluency, Accuracy, Vocabulary, Grammar, Content Appropriateness, Coherence and Organization are very essential aspects of Speaking Skill to be considered while producing a speech. Whereas Comprehension, Grammar, Vocabulary, Word Recognition, Prediction, Inference etc. are essential aspects of Listening Skill which a student requires to learn while listening to the oral speech. The following is the analysis of all the Seven Questions of Section-II of Pre-test:

4.5.2.1 ANALYSIS OF SECTION-II (Q.1) OF THE POST-TEST

The First Question of Section-II covers the Speaking Skills of English Language. Reading aloud is essential in the beginning of learning English. The present question was set to check the read aloud ability of the students with correct pronunciation, stress, intonation, pauses and speed. The task is also used to test the reading ability of the students. The analysis of the question as follows:

Table No. 4.5.36

Analysis of Q.1: of Section-II (Post-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.1				
00 Mark	00	00.00%	00 / 00	00.00%

01 Mark	01	04.35%	01 / 05	0.86%
02 Marks	06	26.09%	12 / 30	10.43%
03 Marks	09	39.13%	27 / 45	23.47%
04 Marks	05	21.74%	20 / 25	17.39%
05 Marks	02	08.70%	10 / 10	08.70%
Total	23	100.00%	70 / 115	60.86%

The table no. 4.5.36 indicates that there are no students who could not secure even a single mark in the task whereas 01 (04.35%) students could secure only 01 mark in the task. It also suggests that another 06 (26.09%) students could secure 02 marks whereas 09 (39.13%) students could secure 03 marks respectively. The table also suggests that 05 (21.74%) students could secure 04 marks and 02 (08.70%) student could secure 05 marks in the given task.

As the above table suggests, all the 23 students could secure total 70 (60.86%) marks out of 115 (100.00%) of the total marks assigned to all.

.4.5.2.2 ANALYSIS OF SECTION-II (Q.2) OF THE POST-TEST

The Second Question of Section-II covers the Speaking Skills of English Language. Recitation of a poem or rhyme is essential in the beginning of learning English. The present question was set to check the ability of the students to recite the poem or rhyme with correct pronunciation, stress, intonation, rhythm and speed. The analysis of the question as follows:

Table No. 4.5.37

Analysis of Q.2: of Section-II (Post-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.2				
00 Mark	00	00.00%	00 / 00	00.00%

01 Mark	01	04.35%	01 / 05	0.86%
02 Marks	04	17.39%	08 / 20	06.96%
03 Marks	11	47.83%	33 / 55	28.70%
04 Marks	06	26.09%	24 / 30	20.86%
05 Marks	01	04.35%	05 / 05	04.35%
Total	23	100.00%	71 / 115	61.73%

The table no. 4.5.37 indicates that 07 there are no student who could not secure even a single mark in the task whereas 01 (04.35%) students could secure only 01 mark in the task. It also suggests that another 04 (17.39%) students could secure 02 marks whereas 11 (47.83%) students could secure 03 marks respectively. The table also suggests that 06 (26.09%) students could secure 04 marks and only 01 (04.35%) student could secure 05 marks in the given task.

The overview of the above table reveals that all the 23 students could secure only 71 (61.73%) marks out of 115 (100.00%) of the total marks assigned to all.

4.5.2.3 ANALYSIS OF SECTION-II (Q.3) OF THE POST-TEST

The Third Question of Section-II covers the Speaking Skills of English Language. Skill of Describing a picture or an object is essential in the beginning of learning English. The present question was set to check the ability of the students to describe a picture with correct pronunciation, stress, intonation, rhythm and speed. The analysis of the question as follows:

Table No. 4.5.38

Analysis of Q.3: of Section-II (Post-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.3				
00 Mark	00	00.00%	00 / 00	00.00%

01 Mark	00	00.00%	00 / 00	00.00%
02 Marks	10	43.48%	20 / 70	12.42%
03 Marks	09	39.13%	27 / 63	16.77%
04 Marks	00	00.00%	00 / 00	00.00%
05 Marks	04	17.39%	20 / 28	12.42%
Total	23	100.00%	67 / 161	41.61%

The table no. 4.5.38 indicates that there are no students who could not secure below 02 marks in the task. It also suggests that 10 (43.48%) students could secure 02 marks whereas another 09 (39.13%) students could secure 03 marks respectively. The table also suggests that no student could secure 04 marks and only 04 (17.39%) students could secure 05 marks in the given task. There were no students who secured more than 05 marks in the task.

The overview of the above table reveals that all the 23 students could secure only 67 (41.61%) marks out of 161 (100.00%) of the total marks assigned to all.

4.5.2.4 ANALYSIS OF SECTION-II (Q.4) OF THE PRE-TEST

The Fourth Question of Section-II covers the Speaking Skills of English Language. Skill of telling or narrating a story is essential in the beginning of learning English. The present question was set to check the ability of the students to narrate a story using given set of pictures, with correct pronunciation, stress, intonation, rhythm and speed. The analysis of the question as follows:

Table No. 4.5.39

Analysis of Q.4: of Section-II (Post-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.4				
00 Mark	00	00.00%	00 / 00	00.00%

01 Mark	00	00.00%	00 / 00	00.00%
02 Marks	03	13.04%	06 / 24	03.26%
03 Marks	12	52.17%	36 / 96	19.57%
04 Marks	06	26.09%	24 / 48	13.04%
05 Marks	02	08.70%	10 / 16	05.43%
Total	23	100.00%	76 / 184	41.30%

The table no. 4.5.39 indicates that there are no students who could not secure below 02 marks in the task. It also suggests that 03 (13.04%) students could secure 02 marks whereas only 12 (52.17%) students could secure 03 marks respectively. The table also suggests that 06 (26.09%) students could secure 04 marks and another 02 (08.70%) students could secure 05 marks in the given task. There were no students who secured more than 05 marks in the task.

The overview of the above table reveals that all the 23 students could secure only 76 (41.30%) marks out of 184 (100.00%) of the total marks assigned to all.

4.5.2.5 ANALYSIS OF SECTION-II (Q.5) OF THE POST-TEST

The Fifth Question of Section-II covers the Listening Skills of English Language. Comprehension of speech and Responding to it appropriately is essential in the learning of English. The present question was set to check the ability of the students to respond the questions asked by the teacher. One mark is assigned to every correct response. The weightage given to the question in the test is total 10 marks. The analysis of the question as follows:

Table No. 4.5.40

Analysis of Q.5: of Section-II (Post-test)

Section-II	No. of	Percentage of	Obtained Marks	Percentage of
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Q.5	Students	Students	Out of 115	Marks
00 Mark	00	00.00%	00 / 00	00.00%
01 Mark	02	08.70%	02 / 20	00.87%
02 Marks	01	04.35%	02 / 10	00.87%
03 Marks	07	30.43%	21 / 70	09.13%
04 Marks	04	17.39%	16 / 40	06.95%
05 Marks	04	17.39%	20 / 40	08.70%
06 Marks	02	08.70%	12 / 20	05.21%
07 Marks	03	13.04%	24 / 30	10.43%
08 Marks	00	00.00%	00 / 00	00.00%
Total	23	100.00%	97 / 230	42.17%

The table no. 4.5.40 indicates that there is no student who could not secure even a single mark in the task whereas 02 (08.70%) students could secure only 01 mark in the task. It also suggests that 01 (04.35%) students could secure 02 marks whereas only another 07 (30.43%) students could secure 03 marks respectively. The table also suggests that 04 (17.39%) students could secure 04 marks and another 04 (17.39%) students could secure 05 marks in the given task. The table also suggests that 02 (08.70%) students could secure 06 marks and other 03 (13.04%) students could secure 07 marks in the given task. There were no students who secured more than 08 marks in the task.

The overview of the above table reveals that all the 23 students could secure only 97 (42.17%) marks out of 230 (100.00%) of the total marks assigned to all.

4.5.2.6 ANALYSIS OF SECTION-II (Q.6) OF THE POST-TEST

The Sixth Question of Section-II covers the Listening Skills of English Language. Comprehension of speech and Responding to it appropriately is essential in the learning

of English. The present question was set to check the ability of the students to respond the instructions given by the teacher and perform accordingly. One mark is assigned to every correct performance. The weightage given to the question in the test is total 05 marks. The analysis of the question as follows:

Table No. 4.5.41

Analysis of Q.6: of Section-II (Post-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.6				
00 Mark	00	00.00%	00 / 00	00.00%
01 Mark	00	00.00%	00 / 00	00.00%
02 Marks	03	13.04%	06 / 15	05.21%
03 Marks	09	39.13%	27 / 45	23.48%
04 Marks	06	26.09%	24 / 30	20.87%
05 Marks	05	21.74%	25 / 25	21.74%
Total	23	100.00%	82 / 115	71.30%

The table no. 4.5.41 indicates that there are no student who scored below 02 marks in the task. It also suggests that another 03 (13.04%) students could secure 02 marks whereas 09 (39.13%) students could secure 03 marks respectively. The table also suggests that 06 (26.09%) students could secure 04 marks and only 05 (21.74%) students could secure 05 marks in the given task.

The overview of the above table reveals that all the 23 students could secure only 82 (71.30%) marks out of 115 (100.00%) of the total marks assigned to all.

4.5.2.7 ANALYSIS OF SECTION-II (Q.7) OF THE POST-TEST

The Seventh Question of Section-II covers the Listening Skills of English Language. Comprehension of speech and Responding to it appropriately is essential in the learning of English. The present question was set to check the ability of the students to recognize the sound, syllables and words spoken by the teacher and respond to it accordingly. One mark is assigned to every correct response. The weight age given to the question in the test is total 10 marks. The analysis of the question as follows:

Table No. 4.5.42

Analysis of Q.7: of Section-II (Post-test)

Section-II	No. of Students	Percentage of Students	Obtained Marks Out of 115	Percentage of Marks
Q.7				
00 Mark	00	00.00%	00 / 00	00.00%
01 Mark	00	00.00%	00 / 00	00.00%
02 Marks	00	00.00%	00 / 00	00.00%
03 Marks	03	13.04%	06 / 30	02.60%
04 Marks	05	21.74%	20 / 50	08.70%
05 Marks	07	30.43%	35 / 70	15.21%
06 Marks	06	26.09%	36 / 60	15.66%
07 Marks	02	08.70%	14 / 20	06.09%
08 Marks	00	00.00%	00 / 00	00.00%
09 Marks	00	00.00%	00 / 00	00.00%
10 Marks	00	00.00%	00 / 00	00.00%
Total	23	100.00%	111 / 230	48.26%

The table no. 4.5.42 indicates that there is no student who could not secure less than 03 marks in the task. It also suggests that 03 (13.04%) students could secure 03 marks and 05 (21.74%) students could secure 04 marks respectively. It also indicates that 07 (30.43%) students could secure 05 marks and 06 (26.09%) students could secure 06 marks in the given task. Then there were 02 (08.70%) students who secured 07 marks and no student could secure more than 07 marks in the given task.

The overview of the above table reveals that all the 23 students could secure 111 (48.26%) marks out of 230 (100.00%) of the total marks assigned to all.

4.5.3 SKILL WISE ANALYSIS OF POST-TEST SCORES

The achievement tests were prepared on the basis of various sub skills of main four skills, i.e. Listening Skill, Speaking Skill, Reading Skill and Writing Skill. Each skill is given equal weight age in the tests, i.e. 25.00% Marks to each skill. The skill wise analysis of the Post-test scores was therefore carried out to know the knowledge of the students in each skill of the language. The skill wise analysis of the test follows:

Table No. 4.5.43

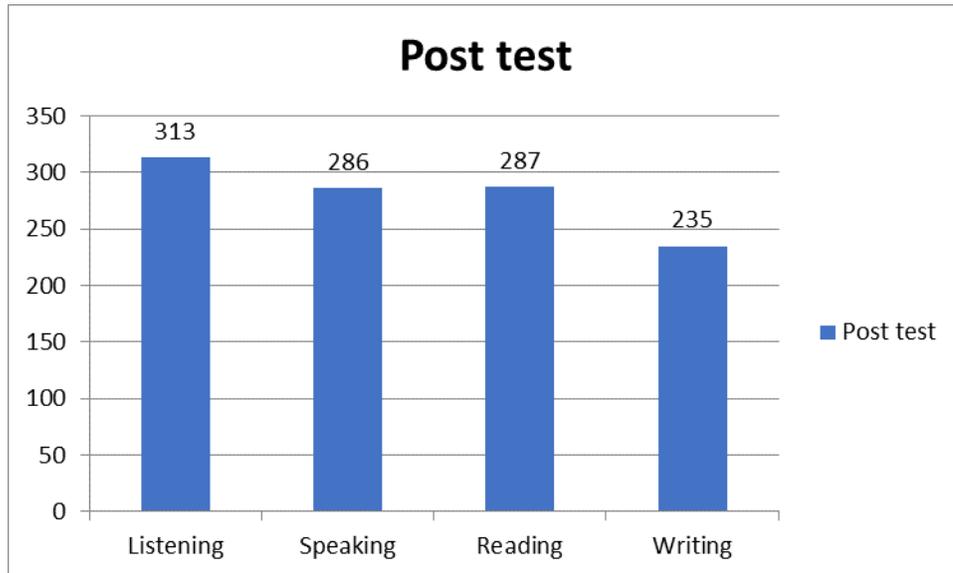
Skill wise Analysis of Post-test Scores

Skills	Listening Skill	Speaking Skill	Reading Skill	Writing Skill
Total Obtained Marks	313	286	287	235
Percentage	54.43%	49.74%	49.83%	40.78%

The table no. 4.5.43 suggests that All the students could score 313 (54.43%) in the Listening Skill, 286 (49.74%) in the Speaking Skill, 287 (49.83%) in the Reading Skill and 235 (40.78%) in the Writing Skill of English Language. The following chart shows the performance of the students in each skill:

Chart No.4.5.2

Skill wise Performance of Students in Post-test



From the above chart it is obvious that students are almost parallel in the achievement of Listening, Speaking and Reading Skills whereas they are poor in Writing Skill. The following table shows the individual performance of each student in all the four skills:

Table No. 4.5.44

Skill wise Individual Analysis of Post-test Scores

Student No.	Skill wise Obtained Marks in Post-test				Total Marks
	Listening Skill	Speaking Skill	Reading Skill	Writing Skill	
S1	18	17	16	14	65
S2	20	20	17	18	75
S3	15	14	14	15	57
S4	12	9	10	2	33
S5	14	12	13	9	47

S6	18	19	17	18	71
S7	12	12	11	8	43
S8	20	17	17	20	73
S9	15	10	11	6	41
S10	12	10	9	10	40
S11	15	12	9	7	43
S12	11	11	10	6	38
S13	13	12	12	12	49
S14	16	15	13	15	58
S15	12	11	13	11	46
S16	11	9	13	9	42
S17	15	14	15	13	56
S18	9	8	9	9	35
S19	7	12	12	8	39
S20	18	15	13	9	55
S21	9	8	14	5	36
S22	12	11	13	10	45
S23	9	8	11	6	33
Total	313	286	287	235	

The above table shows the individual scores of the students in each language skill. As mentioned above All the students could score 313 marks in the Listening Skill, 286 marks in Speaking Skill, 287 marks in Reading Skill and 235 marks in Writing Skill.

The analysis of the total obtained scores was also carried out for calculating Mean, SD and SE of the test scores as given below:

Table No. 4.5.45

Analysis of Obtained Scores of Post-test

Total Obtained Scores	N	Mean	SD	SE
1120	23	48.69	12.81	2.67

The Mean, SD and SE of the Post-test scores of the group was 48.69, 12.81 and 2.67 respectively. The analysis was also carried out for calculating Mean, SD and SE of each skill as follows:

Table No. 4.5.46

Skill wise Analysis of Obtained Scores of Post-test

Skills	Total Obtained Scores	N	Mean	SD	SE
Listening Skill	313	23	13.60	3.61	0.75
Speaking Skill	286	23	12.43	3.44	0.71
Reading Skill	287	23	12.45	2.48	00.51
Writing Skill	235	23	10.19	4.49	0.93

The table no. 0000 indicates that Mean, SD and SE value of Listening Skill were 13.60, 3.61 and 0.75 respectively. It also indicates that the Mean, SD and SE value of

Speaking skill were 12.43, 3.44 and 0.71 respectively. Further it also indicates that the Mean, SD and SE value of Reading Skill was 12.45, 2.48 and 00.51 respectively. The Mean, SD and SE value of Writing Skill was 10.19, 4.49 and 0.93 respectively.

Table No. 4.5.47

Skill wise Analysis of Obtained Scores on Language Proficiency Levels (Post-test)

Skills	Percentage	Listening Skill	Speaking Skill	Reading Skill	Writing Skill	Total
Levels						
Extremely Limited User	0-19%	00	00	00	01	01
Limited User	20-39%	04	05	03	13	25
Modest User	40-59%	09	12	16	06	43
Competent User	60-79%	08	05	04	03	20
Good User	80-100%	02	01	00	00	03
	Total	23	23	23	23	

The above table indicates that there is only 01 extremely limited user i.e. in Writing Skill. As the table suggests there is no extremely limited user in Reading Skill, Speaking and Listening Skill.

The above table also suggests that there are total 25 Limited Users i.e. 04 in Listening Skill, 05 in Speaking Skill, 03 in Reading Skill and 13 in Writing Skill.

It also suggests that there are total 43 Modest Users i.e. 09 in Listening Skill, 12 in Speaking Skill, 16 in Reading Skill and 06 in Writing Skill.

The above table also indicates that there are total 20 Competent Users i.e. 08 in Listening Skill, 05 in Speaking Skill, 04 in Reading Skill and 03 in Writing Skill.

The table also suggests that there are only 03 Good Users i.e. 02 in Listening Skill and 01 in Speaking Skill. It also suggests that there are no Good User in Reading and Writing skills.

4.6 COMPARATIVE ANALYSIS OF PRE TEST AND POST TEST SCORES WITHIN GROUP

The comparative analysis of scores of the achievement tests was carried out using descriptive statistics. Following is the table regarding various statistical tests applied to the scores:

Table no. 4.6.1

Skill wise Comparison of Pre test – Post test scores

	Listening	Speaking	Reading	Writing
Pre test scores	217	158	206	159
	37.73%	27.47%	35.82%	27.65%
Post test Scores	313	286	287	235
	54.43%	49.74%	49.83%	40.78%

The table no. 4.6.1 suggests that the total Pre-test scores of students in Listening and Speaking were 217 (37.73%) and 158 (27.47%) respectively whereas the total Post-test scores of students in the same skills, were 313 (54.43%) and 286 (49.74%) respectively. Thus it clearly indicates that there is increase in both the skills.

The above table also indicate that the total Pre-test scores of students in Reading and Writing were 206 (35.82%) and 159 (27.65%) respectively whereas the total Post-test scores of students in the same skills, were 287 (49.83%) and 235 (40.78%) respectively. Thus it clearly indicates that there is increase in both the skills.

The mean, SD and SE values of the scores was also calculated using descriptive statistical analysis techniques. The values calculated were as follows:

Table no.4.6.2

Comparison between Pre-test and Post-test scores: Listening

Listening	N	Mean	SD	SE
Pre test scores	23	09.34	05.44	01.13
Post test Scores	23	13.60	03.61	0.75

The table no.0000 suggests that the Mean, SD and SE values of the students in Pre-test were 09.34, 05.44 and 01.13 respectively whereas the in Post-test were 13.60, 03.61 and 0.75 respectively. It is apparent from the table that the Mean value of the students has increased significantly from 09.34 to 13.60.

Table no.4.6.3

Comparison between Pre-test and Post-test scores: Speaking

Speaking	N	Mean	SD	SE
Pre test scores	23	06.86	06.23	01.30
Post test Scores	23	12.43	03.44	0.71

The table no.4.6.3 suggests that the Mean, SD and SE values of the students in Pre-test were 06.86, 06.23 and 01.30 respectively whereas the in Post-test were 12.43, 03.44 and 0.71 respectively. It is apparent from the table that the Mean value of the students has increased significantly from 06.86 to 12.43.

Table no.4.6.4

Comparison between Pre-test and Post-test scores: Reading

Reading	N	Mean	SD	SE
Pre test scores	23	08.95	02.47	0.51
Post test Scores	23	12.45	02.48	0.51

The table no.4.6.4 suggests that the Mean, SD and SE values of the students in Pre-test were 8.95, 2.47 and 0.51 respectively whereas the in Post-test were 12.45, 02.48 and 0.51 respectively. It is apparent from the table that the Mean value of the students has increased significantly from 8.95 to 12.45.

Table no.4.6.5

Comparison between Pre-test and Post-test scores: Writing

Writing	N	Mean	SD	SE
Pre test scores	23	06.89	03.59	00.74
Post test Scores	23	10.19	04.49	0.93

The table no.4.6.5 suggests that the Mean, SD and SE values of the students in Pre-test were 6.89, 3.59 and 0.74 respectively whereas the in Post-test were 10.19, 4.49 and 0.93 respectively. It is apparent from the table that the Mean value of the students has increased significantly from 06.89 to 10.19.

4.7 COMPARATIVE ANALYSIS OF OBTAINED SCORES ON LANGUAGE PROFICIENCY LEVELS WITHIN EXPERIMENTAL GROUP

The comparative analysis of the obtained scores on English Language Proficiency Scale was carried out. The analysis of the scores as follows:

Table No. 4.7.1

Comparative Analysis of Obtained Scores on Language Proficiency Levels within Experimental Group

Skills	%		Listening	Speaking	Reading	Writing	Total
Levels			Skill	Skill	Skill	Skill	
Extremely Limited User	0-19%	Pre-test	04	10	00	06	20
		Post-test	00	00	00	01	01
Limited User	20-39%	Pre-test	08	04	15	11	38
		Post-test	04	05	03	13	25
Modest User	40-59%	Pre-test	07	06	07	06	26
		Post-test	09	12	16	06	43
Competent User	60-79%	Pre-test	03	03	01	00	07
		Post-test	08	05	04	03	20
Good User	80-100%	Pre-test	01	00	00	00	01
		Post-test	02	01	00	00	03
	Total		23	23	23	23	

The above table indicates that there were total 20 **Extremely Limited Users** in Pre-test whereas only 01 in Post-test. It clearly indicates that there is a development in the skills of students of experimental group.

The above table also indicates that there were total 38 **Limited Users** in Pre-test whereas only 25 in Post-test. It clearly indicates that there is a development in the skills of students of experimental group.

The above table also indicates that there were total 26 Modest Users in Pre-test whereas only 43 in Post-test. It clearly indicates that there is a development in the skills of students of experimental group from lower levels.

The above table also indicates that there were total 07 Competent Users in Pre-test whereas only 20 in Post-test. It clearly indicates that there is a development in the skills of students of experimental group from lower levels.

The above table also indicates that there was only 01 Good User in Pre-test whereas 03 in Post-test. It clearly indicates that there is a development in the skills of students of experimental group from lower levels.

4.8 COMPARATIVE ANALYSIS OF MEAN SCORES OF EXPERIMENTAL AND CONTROLLED GROUP IN BOTH TESTS

The analysis of the means of experimental and controlled group was carried out. Using descriptive statistical analysis techniques, Mean, SD and SE values of the scores obtained by both the groups were carried out. The below table suggests the values:

Table no. 4.8.1

Comparative Analysis of Mean Scores of Experimental and Controlled group

		N	Mean	SD	SE
Experimental Group	Pre test scores	23	32.16	16.21	3.38
	Post test Scores	23	48.69	12.81	2.67
Controlled Group	Pre test scores	30	33.63	9.68	1.76
	Post test Scores	30	36.60	9.12	1.66

The table no. 4.8.1 suggests that the Mean, SD and SE values of the experimental group in Pre-test were 32.16, 16.21 and 3.38 respectively whereas of the controlled group in Pre-test the values were 33.63, 9.68 and 1.76 respectively. Hence the table clearly indicates that there was a significant difference in the mean scores of both groups in the Pre-test.

The above table also indicates that the Mean, SD and SE values of the experimental group in Post-test were 48.69, 12.81 and 2.67 respectively whereas of the controlled group in Post-test the values were 36.60, 9.12 and 1.66 respectively. Hence the

table clearly indicates that there was a significant difference in the mean scores of both groups in the Pre-test.

From the above table it concluded that in Pre-test the controlled group was significantly higher than the experimental group whereas in Post-test the experimental group was significantly higher than the controlled group.

4.9 ANALYSIS OF REMEDIAL TEACHING PLANS WITH RESPECT TO PROGRESS IN LEARNING

The progress of learning is very significant in Remedial Teaching. It is filling in the gaps and improving learning concepts in students' learning. Hence, the remedial teaching plans implemented in the study were analyzed from the beginning to the end. The following analysis was carried out to know the day-to-day progress in the learning of the students:

Day-1	Lesson Plan-1
<i>Teaching Point</i>	What Toys are we?
<i>Objectives</i>	Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words
<i>Learning Difficulties</i>	Unable to recognize, understand and use the function words, Unable to recognize vowels and consonants
<i>Activities/ Tasks</i>	Reciting poem/rhyme, Read Aloud, Asking-Responding, Finding Information
<i>Students Participation</i>	Students participated actively. S3,S4,S5,S7,S10,S12, S15,S21,S22,S23 were less active. They were silent at times.
<i>Achievement of Objectives</i>	Students enjoyed reciting poem and rhyme, asked and responded to the questions. But they could not relate the meaning.
<i>Checking Homework</i>	The homework was done by most of the students correctly. Still English language was not their first choice to learn.
<i>Strength</i>	Recite the guided poem and rhyme, read aloud and asking questions
<i>Weaknesses</i>	S3,S4,S5,S7,S10,S12,S15,S21,S22,S23 are too weak to read the text.

<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Concepts of Function words: Pronoun and Verbs
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Day- 2	Lesson Plan-2
<i>Teaching Point</i>	What Toys are we?
<i>Objectives</i>	Read and Recite the poem, Ask the questions, Relate and Infer the meaning of the words
<i>Learning Difficulties</i>	Unable to recognize, understand and use of the function words, Unable to understand unknown action verbs.
<i>Activities/ Tasks</i>	Reciting poem/rhyme, Read Aloud, Asking-Responding, Finding Information
<i>Students Participation</i>	Students participated actively. S3,S4,S5,S7,S10,S12, S15,S21,S22,S23 were less active. They were often hesitating.
<i>Achievement of Objectives</i>	Students enjoyed reciting poem and rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by very few students correctly. Others could not write in English.
<i>Strength</i>	Recite the guided poem and rhyme; read aloud and asking-responding questions
<i>Weaknesses</i>	S3,S4,S5,S7,S10,S12,S15,S21,S22,S23 are weak in reading long syllabic words.
<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Concepts of Function words: Pronoun and Action Verbs

Day- 3		Lesson Plan-3
<i>Teaching Point</i>	Yes, We have made it!	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions	
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively. S3,S4,S5,S7,S10,S12,S15,S21 ,S22, S23 were still weak in reading skill. Others were Ok.	
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by very few students correctly.	
<i>Strength</i>	Recited the rhyme; read aloud the text; able to ask-respond questions	
<i>Weaknesses</i>	S4,S5,S7,S10,S12,S15,S21,S22,S23 are weak in reading long syllabic words.	
<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Concepts of Function words: Noun and Adjectives	

Day- 4		Lesson Plan-4
<i>Teaching Point</i>	Yes, We have made it!	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	

<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information
<i>Students Participation</i>	Students participated actively. S3,S4,S5,S7,S10,S12, S15,S21,S22, S23 were slow in doing activities.
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students correctly.
<i>Strength</i>	Recited the rhyme; read aloud the text; able to ask-respond questions; able to infer and relate the meaning.
<i>Weaknesses</i>	S4,S5,S7,S10,S12,S15,S21,S22,S23 are weak in reading long syllabic words and unable to comprehend the text.
<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Concepts of Function words: Noun and Adjectives

Day- 5	Lesson Plan-5
<i>Teaching Point</i>	Talking about a trip
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information

<i>Students Participation</i>	Students participated actively. S3,S4,S7,S10,S12,S21,S23 were still weak in reading skill. S5,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by very few students correctly. Weak students could not do that.
<i>Strength</i>	Recited the rhyme; read aloud the text; able to ask-respond questions, relate and infer the meaning.
<i>Weaknesses</i>	S4 ,S7,S10,S12,S21,S23 are weak in reading long syllabic words.
<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Concepts of Function words: Noun and Adjectives

Day- 6		Lesson Plan-6
<i>Teaching Point</i>	Chasing the thief	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words, Narrate the story in their words.	
<i>Learning Difficulties</i>	Unable to narrate the story; Unable to frame the questions; Unable to Describe the pictures.	
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information, Narrate the Story	
<i>Students Participation</i>	Students participated actively. S3,S4,S7,S10,S12,S21,S23 were weak in reading skill. S5,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking</i>	The homework was done by very few students correctly. Weak	

<i>Homework</i>	students could not do that.
<i>Strength</i>	Recited the rhyme; read aloud the text; able to ask-respond questions, relate and infer the meaning.
<i>Weaknesses</i>	S4 ,S7,S10,S12,S21,S23 are weak in describing picture.
<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Concepts of Function words: Adverbs

Day - 7	Lesson Plan -7
<i>Teaching Point</i>	About The Zoo
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words, Perform the role
<i>Learning Difficulties</i>	Unable to pronounce long syllabic words; Unable to frame the questions; Unable to Describe the event.
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information, Describe the event
<i>Students Participation</i>	Students participated actively.,S4,S10,S12,S21,S23 were weak in reading skill. S3,S5,S7,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by very few students correctly. Weak students could not do that.
<i>Strength</i>	Recited the rhyme; read aloud the text; able to ask-respond questions, relate and infer the meaning, role playing
<i>Weaknesses</i>	Most of the students were weak in describing the event.

<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Describing the picture, Narrating Story
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Day - 8	Lesson Plan -8
<i>Teaching Point</i>	Grandpa's glasses
<i>Objectives</i>	Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words
<i>Learning Difficulties</i>	Unable to recognize, understand and use the function words
<i>Activities/ Tasks</i>	Recite the poem, Read aloud the text, Asking-Responding, Finding and Relating Information
<i>Students Participation</i>	Students participated actively.,S4,S10,S12,S21,S23 were weak in reading skill. S3,S5,S7,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students enjoyed reciting poem and rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by very few students correctly. Weak students could not write the poem.
<i>Strength</i>	Read aloud the text; able to ask-respond questions,
<i>Weaknesses</i>	Relate and infer the meaning, S4,S10,S12,S21,S23 were weak in reading skill.
<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Function words: Wh' Questions and Prepositions.

Day - 9		Lesson Plan - 9
<i>Teaching Point</i>	Sportsmanship	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and infer the meaning of the text.	
<i>Learning Difficulties</i>	Unable to recognize, understand and to use the function words, Unable to infer and predict the meaning	
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text, Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively.,S4,S10,S12,S21,S23 were weak in reading skill. S3,S5,S7,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions,	
<i>Weaknesses</i>	Relate and infer the meaning, S4,S10,S12,S21,S23 were weak in reading skill.	
<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Function words: Wh' Questions and Prepositions.	

Day - 10		Lesson Plan - 10
<i>Teaching Point</i>	Sportsmanship	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and infer the meaning of the text.	

<i>Learning Difficulties</i>	Unable to recognize, understand and to use the function words, Unable to infer and predict the meaning
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text, Asking-Responding, Finding and Relating Information
<i>Students Participation</i>	Students participated actively.,S4,S10,S12,S21,S23 were weak in reading skill. S3,S5,S7,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students.
<i>Strength</i>	Read aloud the text; able to ask-respond questions,
<i>Weaknesses</i>	Relate and infer the meaning, S4,S10,S12,S21,S23 were weak in reading skill.
<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Function words: Wh' Questions and Prepositions.

Day - 11		Lesson Plan - 11
<i>Teaching Point</i>	The girl who wanted to ride a bicycle	
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions Narrate the story in their words.	
<i>Learning Difficulties</i>	Unable to narrate the story; Unable to frame the questions; Unable to Describe the pictures, Unable to infer and predict the meaning	
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text, Asking-Responding, Finding and Relating Information, Narrating a story	
<i>Students</i>	Students participated actively.,S4,S10,S12,S21,S23 were weak in	

<i>Participation</i>	reading aloud. S3,S5,S7,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by very few students. Others could not write the story.
<i>Strength</i>	Read aloud the text; able to ask-respond questions,
<i>Weaknesses</i>	Relate and infer the meaning, S4,S10,S12,S21,S23 were weak in reading skill.
<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Function words: Wh' Questions and Prepositions.

Day - 12		Lesson Plan - 12
<i>Teaching Point</i>	All Things Bright and Beautiful	
<i>Objectives</i>	Read aloud the text, Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words	
<i>Learning Difficulties</i>	Unable to recognize, understand and use the function words; Unable to understand the text and relate the meaning of the text	
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text, Asking-Responding, Finding and Relating Information, Fill in the blanks	
<i>Students Participation</i>	Students participated actively.,S4,S10,S12,S21,S23 were weak in reading aloud. S3,S5,S7,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking</i>	The homework was done by most of the students. S4, S12,S21,	

<i>Homework</i>	S23 did not finish their homework.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, started relating and inferring the meaning
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S10,S12,S21,S23 were weak in all skills.
<i>Revision/ Advanced Learning</i>	Reading aloud, Asking-Responding Questions, Function words: Noun, Adjective and Verbs

Day - 13		Lesson Plan - 13	
<i>Teaching Point</i>	A Marriage Ceremony		
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate, Predict and infer the meaning of the text, Describe the picture		
<i>Learning Difficulties</i>	Unable to recognize, understand and use the function words; Unable to understand the text and relate the meaning of the text		
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text, Asking-Responding, Finding and Relating Information, Describe the picture		
<i>Students Participation</i>	Students participated actively.,S4,S10,S12,S21,S23 were weak in reading aloud as well as speaking. S3,S5,S7,S15,S22 were progressing good.		
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.		
<i>Checking Homework</i>	The homework was done by most of the students with mistakes.		
<i>Strength</i>	Read aloud the text; able to ask-respond questions, Describing		
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S10,S12,S21,S23 were		

	weak in all skills.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Describing Pictures, Function words: Noun, Adjective and Verbs

Day - 14	Lesson Plan - 14
<i>Teaching Point</i>	Jayesh got an injury
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions Narrate the story in their words.
<i>Learning Difficulties</i>	Unable to narrate the story; Unable to frame the questions; Unable to Describe the pictures.
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information, Describe the events or narrate a story
<i>Students Participation</i>	Students participated actively.,S4,S10,S12,S21,S23 were weak in reading aloud as well as speaking. S3,S5,S7,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students with mistakes.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, Narrating story
<i>Weaknesses</i>	Relate and infer the meaning properly, Narrate story properly, S4,S10,S12,S21,S23 were weak in all skills.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Describing Pictures, Function words: Noun, Adjective and Verbs, Narrating story

Day – 15		Lesson Plan - 15
<i>Teaching Point</i>	Can Mr. Lazy touch the moon?	
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions Narrate the story in their words.	
<i>Learning Difficulties</i>	Unable to narrate the story; Unable to frame the questions; Unable to Narrate the story	
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information, Describe the events or narrate a story	
<i>Students Participation</i>	Students participated actively.,S4,S10,S12,S21,S23 were weak in reading aloud as well as speaking. S3,S5,S7,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, Narrating story	
<i>Weaknesses</i>	Relate and infer the meaning properly, Narrate story properly, S4,S10,S12,S21,S23 were weak in all skills.	
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Describing Pictures, Function words: Noun, Adjective and Verbs, Narrating story	

Day – 16		Lesson Plan - 16
<i>Teaching Point</i>	Fairs – Our Culture	
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions, Relate the meaning of the words	

<i>Learning Difficulties</i>	Unable to read aloud the text; Unable to ask and respond the questions; unable to comprehend the text and relate meaning
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information,
<i>Students Participation</i>	Students participated actively.,S4,S10,S12,S21,S23 were weak in reading aloud as well as speaking. S3,S5,S7,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students enjoyed reciting rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text
<i>Weaknesses</i>	Relate and infer the meaning properly, Narrate story properly, S4,S10,S12,S21,S23 were weak in all skills.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Describing Pictures, Function words: Noun, Adjective and Verbs,

Day – 17		Lesson Plan - 17
<i>Teaching Point</i>	Fairs – Our Culture	
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions, Relate the meaning of the words	
<i>Learning Difficulties</i>	Unable to read aloud the text; Unable to ask and respond the questions; unable to comprehend the text and relate meaning	

<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information, Writing Events
<i>Students Participation</i>	Students participated actively.,S4,S12,S21,S23 were weak in reading aloud as well as speaking. S3,S5,S7,S10,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was not done by most of the students.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text
<i>Weaknesses</i>	Relate and infer the meaning properly, Narrate story properly, S4,S10,S12,S21,S23 were weak in all skills.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Describing Pictures, Function words: Noun, Adjective and Verbs,

Day – 18		Lesson Plan - 18
<i>Teaching Point</i>	Art of White-Washing	
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions, Relate the meaning of the words	
<i>Learning Difficulties</i>	Unable to read aloud the text; Unable to ask and respond the questions; unable to comprehend the text and relate meaning	
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information, Arranging scattered sentences	
<i>Students Participation</i>	Students participated actively.,S4,S12,S21,S23 were weak in reading aloud as well as speaking. S3,S5,S7,S10,S15,S22 were	

	progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by very few students properly. Others made mistakes in writing.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text
<i>Weaknesses</i>	Relate and infer the meaning properly, Narrate story properly, S4,S10,S12,S21,S23 were weak in all skills. Writing about topic
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Describing Pictures, Function words: Noun, Adjective and Verbs, Writing on a topic

Day – 19		Lesson Plan - 19
<i>Teaching Point</i>	Art of White-Washing	
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions, Relate the meaning of the words	
<i>Learning Difficulties</i>	Unable to read aloud the text; Unable to ask and respond the questions; unable to comprehend the text and relate meaning	
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information, Arranging scattered sentences	
<i>Students Participation</i>	Students participated actively.,S4,S12,S21,S23 were weak in all skills. S3,S5,S7,S10,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students' recited rhyme, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking</i>	The homework was done by very few students properly. Others	

<i>Homework</i>	made mistakes in writing sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S10,S12,S21,S23 were weak in all skills. Unable to form compound sentences.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Simple Past Tense, Parts of speech, Degree

Day – 20		Lesson Plan - 20
<i>Teaching Point</i>	The Baby Cooking-Pot	
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions, Relate the meaning of the words	
<i>Learning Difficulties</i>	Unable to read aloud the text; Unable to ask and respond the questions; unable to comprehend the text and relate meaning	
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information, Arranging scattered sentences	
<i>Students Participation</i>	Students participated actively.,S4,S12,S21,S23 were weak in all skills. S3,S5,S7,S10,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students' recited rhyme, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by very few students properly. Others made mistakes in writing sentences.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text	
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S10,S12,S21,S23 were	

	weak in all skills. Unable to form compound sentences.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect Past Tense, Parts of speech, Degree

Day – 21	Lesson Plan - 21
<i>Teaching Point</i>	Trip Time
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions, Relate the meaning of the words
<i>Learning Difficulties</i>	Unable to read aloud the text; Unable to ask and respond the questions; unable to comprehend the text and relate meaning
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information
<i>Students Participation</i>	Students participated actively.,S4,S12,S21,S23 were weak in all skills. S3,S5,S7,S10,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by very few students properly. Others made mistakes in writing sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S10,S12,S21,S23 were weak in all skills. Unable to form compound-complex sentences.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect Past Tense, Parts of speech, Degree

Day – 22		Lesson Plan - 22
<i>Teaching Point</i>	Trip Time	
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions, Relate the meaning of the words	
<i>Learning Difficulties</i>	Unable to read aloud the text; Unable to ask and respond the questions; unable to comprehend the text and relate meaning	
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively.,S4,S12,S21,S23 were weak in all skills. S3,S5,S7,S10,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students' recited rhyme, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing sentences.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text	
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S10,S12,S21,S23 were weak in all skills. Unable to form compound-complex sentences.	
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect Past Tense, Parts of speech, Degree	

Day – 23		Lesson Plan - 23
<i>Teaching Point</i>	Trip Time	
<i>Objectives</i>	Read aloud the text, Ask the questions, Respond the questions, Relate the meaning of the words	

<i>Learning Difficulties</i>	Unable to read aloud the text; Unable to ask and respond the questions; unable to comprehend the text and relate meaning
<i>Activities/ Tasks</i>	Read aloud the text, Asking-Responding, Finding and Relating Information
<i>Students Participation</i>	Students participated actively.,S4,S12,S21,S23 were weak in all skills. S3,S5,S7,S10,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S10,S12,S21,S23 were weak in all skills. Use compound-complex sentences with mistakes
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect Past Tense, Parts of speech, Degree

Day – 24		Lesson Plan - 24
<i>Teaching Point</i>	The Beasts are very wise	
<i>Objectives</i>	Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words	
<i>Learning Difficulties</i>	Unable to recognize, understand and use the function words; Unable to read, relate and infer the meaning of the text.	
<i>Activities/ Tasks</i>	Recite the poem, Asking-Responding, Finding and Relating Information	

<i>Students Participation</i>	Students participated actively. Only S4,S12,S21,S23 were weak in all skills. S3,S5,S7,S10,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S10,S12,S21,S23 were weak in all skills. Use compound-complex sentences with mistakes
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect Past Tense, Parts of speech, Use of Punctuation and capitalization rules

Day – 25		Lesson Plan - 25
<i>Teaching Point</i>	The Beasts	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Asking-Responding, Finding and Relating Information, Describing a process	
<i>Students Participation</i>	Students participated actively. Only S4,S12,S21,S23 were weak in all skills. S3,S5,S7,S10,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students' recited rhyme, asked and responded to the questions, started relating and inferring the meaning.	

<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text,
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S10,S12,S21,S23 were weak in all skills. Use compound-complex sentences with mistakes
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect Future Tense, Parts of speech, Use of Punctuation and capitalization rules

Day – 26		Lesson Plan - 26
<i>Teaching Point</i>	Reading News	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively. Only S4,S12,S21,S23 were weak in all skills. S3,S5,S7,S10,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text	

<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S12,S21,S23 were weak in all skills. Use of compound-complex sentences with mistakes
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect Future Tense, Parts of speech, Use of Compound-Complex sentences

Day – 27		Lesson Plan - 27
<i>Teaching Point</i>	Movie Magic	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively. Only S4,S12,S21,S23 were weak in all skills. S5,S7,S10,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text	
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S12,S21,S23 were weak in all skills. Use of compound-complex sentences with mistakes	
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect Future Tense, Parts of speech, Use of Compound-Complex sentences	

Day – 28		Lesson Plan - 28
<i>Teaching Point</i>	Movie Magic	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively. Only S4,S12,S21,S23 were weak in all skills. S5,S7,S10,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text	
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S12,S21,S23 were weak in all skills. Use of compound-complex sentences with mistakes	
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect Future Tense, Parts of speech, Use of Compound-Complex sentences	

Day – 29		Lesson Plan - 29
<i>Teaching Point</i>	If I were	

<i>Objectives</i>	Recite the poem, Ask the questions, Relate and Infer the meaning of the words
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words
<i>Activities/ Tasks</i>	Recite the rhyme, Asking-Responding, Finding and Relating Information
<i>Students Participation</i>	Students participated actively. Only S4,S21,S23 were weak in all skills. S5,S7,S10,S12,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S21,S23 were weak in all skills. Use of compound-complex sentences with mistakes
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect Future Tense, Parts of speech, Use of Compound-Complex sentences, Vocabulary

Day – 30		Lesson Plan - 30	
<i>Teaching Point</i>	Quiz Time		
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		

<i>Activities/ Tasks</i>	Recite the rhyme, Asking-Responding, Finding and Relating Information. Role playing
<i>Students Participation</i>	Students participated actively. Only S4,S21,S23 were weak in all skills. S5,S7,S10,S12,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S21,S23 were weak in all skills. Use of compound-complex sentences with mistakes
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect present Tense, Parts of speech, Use of Compound-Complex sentences, Vocabulary

Day – 31		Lesson Plan - 31
<i>Teaching Point</i>	Friend of Kanji	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively. Only S4,S21,S23 were weak in all skills. S5,S7,S10,S12,S15,S22 were progressing good.	

<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S21,S23 were weak in all skills. Use of compound-complex sentences with mistakes
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect present Tense, Parts of speech, Use of Compound-Complex sentences, Vocabulary

Day – 32		Lesson Plan - 32	
<i>Teaching Point</i>	Friend of Kanji		
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<i>Activities/ Tasks</i>	Recite the rhyme, Asking-Responding, Finding and Relating Information		
<i>Students Participation</i>	Students participated actively. Only S4,S21,S23 were weak in all skills. S5,S7,S10,S12,S15,S22 were progressing good.		
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.		
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.		

<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S21,S23 were weak in all skills. Use of compound-complex sentences with mistakes
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect present Tense, Parts of speech, Use of Compound-Complex sentences, Vocabulary

Day – 33		Lesson Plan - 33
<i>Teaching Point</i>	Friend of Kanji	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively. Only S4,S21,S23 were weak in all skills. S5,S7,S10,S12,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students properly.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences	
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S21,S23 were weak in all skills. Use of compound-complex sentences with mistakes	
<i>Revision/</i>	Asking-Responding Questions, Use of Perfect present Tense, Parts	

<i>Advanced Learning</i>	of speech, Use of Compound-Complex sentences, Vocabulary
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Day – 34		Lesson Plan - 34	
<i>Teaching Point</i>	My Shadow		
<i>Objectives</i>	Enjoy and Recite the poem, Ask the questions, Relate and Infer the meaning of the words		
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<i>Activities/ Tasks</i>	Recite the rhyme, Asking-Responding, Finding and Relating Information		
<i>Students Participation</i>	Students participated actively. Only,S21,S23 were weak in all skills. S4,S5,S7,S10,S12,S15,S22 were progressing good.		
<i>Achievement of Objectives</i>	Students’ recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.		
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.		
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences		
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S21,S23 were weak in all skills. Use of compound-complex sentences with mistakes		
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect present Tense, Parts of speech, Use of Compound-Complex sentences, Vocabulary		

Day – 35		Lesson Plan - 35
<i>Teaching Point</i>	Camel says “Humph”	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively. Only S21,S23 were weak in all skills. S4,S5,S7,S10,S12,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students’ recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences	
<i>Weaknesses</i>	Relate and infer the meaning properly, S4,S21,S23 were weak in all skills. Use of compound-complex sentences with mistakes	
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Perfect present Tense, Parts of speech, Use of Compound-Complex sentences, Vocabulary	

Day – 36		Lesson Plan - 36
<i>Teaching Point</i>	Camel says “Humph”	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	

<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were very slow in learning.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Use of Simple Past Tense, Parts of speech, Use of Compound-Complex sentences, Vocabulary

Day – 37		Lesson Plan - 37
<i>Teaching Point</i>	The camel	
<i>Objectives</i>	Enjoy and Recite the poem, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information	

<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were very slow in learning.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary

Day – 38		Lesson Plan - 38	
<i>Teaching Point</i>	Beauty of Nature		
<i>Objectives</i>	Enjoy and Recite the poem, Ask the questions, Relate and Infer the meaning of the words		
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information		
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good.		
<i>Achievement of</i>	Students' recited rhyme, read aloud the text, asked and responded		

<i>Objectives</i>	to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were very slow in learning.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary

Day – 39	Lesson Plan - 39
<i>Teaching Point</i>	Valley of Flowers
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words, Narrating a picture
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information, Narrating a scene
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students’ recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding

	information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were very slow in learning.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary, Narrating a Scene

Day – 40		Lesson Plan - 40
<i>Teaching Point</i>	Valley of Flowers	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words, Narrating a picture	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information, Narrating a scene or story	
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences	
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were very slow in learning.	
<i>Revision/ Advanced</i>	Asking-Responding Questions, Parts of speech, Use of Compound-	

<i>Learning</i>	Complex sentences, Vocabulary
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Day – 41		Lesson Plan - 41
<i>Teaching Point</i>	Valley of Flowers	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words, Narrating a picture	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information, Narrating a scene or story	
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students’ recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences	
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were very slow in learning.	
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary, Narrating a scene or story	

Day – 42		Lesson Plan - 42
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<i>Teaching Point</i>	Heaven of Freedom
<i>Objectives</i>	Enjoy and Recite the poem, Ask the questions, Relate and Infer the meaning of the words
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were slow in learning.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary

Day – 43		Lesson Plan - 43
<i>Teaching Point</i>	The right of a consumer	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning</i>	Unable to understand the text, Infer and predict the meaning,	

<i>Difficulties</i>	Unable to frame the questions; Unable to pronounce the words
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information, Role playing
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were slow in learning.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary

Day – 44		Lesson Plan - 44	
<i>Teaching Point</i>	The Moon		
<i>Objectives</i>	Enjoy and Recite the poem, Ask the questions, Relate and Infer the meaning of the words		
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information		
<i>Students</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22		

<i>Participation</i>	were progressing good.
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were slow in learning.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary

Day – 45		Lesson Plan - 45	
<i>Teaching Point</i>	When the Sun Disappears		
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information		
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good.		
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.		
<i>Checking</i>	The homework was done by most of the students but with mistakes		

<i>Homework</i>	in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were slow in learning.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary, Punctuation and Capitalization

Day – 46		Lesson Plan - 46
<i>Teaching Point</i>	When the Sun Disappears	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good.	
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences	
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex	

	sentences with mistakes, S21,S23 were slow in learning.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary, Punctuation and Capitalization

Day – 47	Lesson Plan - 47
<i>Teaching Point</i>	Communication
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good. S21,S23 were paid more attention.
<i>Achievement of Objectives</i>	Students’ recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were slow in learning.
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary, Punctuation and Capitalization

Day – 48		Lesson Plan - 48
<i>Teaching Point</i>	Communication	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information	
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good. S21,S23 were paid more attention.	
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.	
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.	
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences	
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes, S21,S23 were slow in learning.	
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary, Punctuation and Capitalization	

Day – 49		Lesson Plan - 49
<i>Teaching Point</i>	Communication	
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the	

	meaning of the words
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding and Relating Information
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good. S21,S23 were paid more attention.
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, started relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes,
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary, Punctuation and Capitalization

Day – 50	Lesson Plan - 50
<i>Teaching Point</i>	Use of Gadgets
<i>Objectives</i>	Read aloud the text, Ask the questions, Relate and Infer the meaning of the words
<i>Learning Difficulties</i>	Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words
<i>Activities/ Tasks</i>	Recite the rhyme, Read aloud the text Asking-Responding, Finding

	and Relating Information, Role playing
<i>Students Participation</i>	Students participated actively. S21,S23,S4,S5,S7,S10,S12,S15,S22 were progressing good. S21,S23 were paid more attention.
<i>Achievement of Objectives</i>	Students' recited rhyme, read aloud the text, asked and responded to the questions, relating and inferring the meaning.
<i>Checking Homework</i>	The homework was done by most of the students but with mistakes in writing spelling and sentences.
<i>Strength</i>	Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
<i>Weaknesses</i>	Relate and infer the meaning properly, Use of compound-complex sentences with mistakes
<i>Revision/ Advanced Learning</i>	Asking-Responding Questions, Parts of speech, Use of Compound-Complex sentences, Vocabulary, Punctuation and Capitalization

4.10 ANALYSIS OF ENTIRE REMEDIAL PROGRAMME

The analysis of entire remedial lesson plans was carried out to know the overall progress in the learning of the students.

- 1) The total number of prose and poem taught in the remedial programme was 25 and 10 respectively.
- 2) The learning difficulties targeted in the remedial lessons and successfully overcome by the students were: Read aloud the text; able to ask-respond questions, finding information from the text, Use of simple sentences
- 3) The learning difficulties targeted and partially overcome by the students were: Relate and infer the meaning properly, Use of compound-complex sentences, Describing picture, scene or event, Narrating a story, Role playing, Pronouncing long syllabic words.

- 4) The learning difficulties yet to be overcome by the students were: Unable to understand and use the phrases and clauses in sentences, Unable to understand and perform phrasal verbs, Poor in Describing and Narrating skills, Poor in writing story, essay and poem, Poor use of Punctuation and Capitalization rules.
- 5) Students actively participated in all the activities carried out in the remedial lessons,
- 6) Activities carried out in the remedial lessons were: Recite the rhyme, Recite the poem, Read aloud the text, Asking-Responding, Finding and Relating Information, Role playing, Describing scene/picture/event, Narrating a story.
- 7) Objectives successfully achieved in the remedial lessons were: Students' recited rhyme, read aloud the text, asked and responded to the questions, relate and infer the meaning