Chapter III

ANALYSIS: PRODUCTIVE SKILLS
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ANALYSIS : PRODUCTIVE SKILLS

3.1 General

This chapter deals with the errors committed by the students in the area of productive skills such as speaking and writing. Error analysis becomes most significant which is the skeleton of the thesis. Hence the researcher makes this chapter before arriving at solutions and giving in suggestions. This chapter is framed pointing out the errors in order to avoid them to acquire communicative ability among students. Communicative ability involves mostly in the broad areas of speaking and writing. Hence students commit errors in both these areas. Area of speaking is classified as:

1. Phonological
2. Grammatical
3. Syntactical and
4. Discourse - Based

In similar way field of writing is viewed in the aspects of Orthography, Grammar, Syntax and Discourse.

At this juncture the researcher likes to present a diagram illustrating the method of analysis.
3.2 METHODS OF ANALYSIS

PRODUCTIVE SKILLS

Method of Analysis

Writing

Phonological

Grammar

Syntax

Orthography

Discourse-based

Figure 6
To express one’s feelings and thoughts to different people in different situations, the utterances one produces should be more appropriate and acceptable in that particular context in all aspects. One of the main features in the productive skill of speaking is the appropriate phonological form of utterances.

When students speak anything in English, they are expected to pronounce each and every word according to the correct phonological norm. But most of the students commit phonological errors in **Vowels, Diphthongs and Consonants**. It’s a common phenomenon for the learners to change the vowels into diphthongs or vice versa. The errors in general may be discussed under two headings: 

1. **Type of error**
2. **Position of error**

Based on the empirical evidence, the investigator has further classified the phonological errors as errors in vowels, diphthongs and consonants. The errors have been brought under the subheadings such as errors in the initial, medial and final positions.
## 3.3 Vowels

### A. Initial

#### 1. Omission

<table>
<thead>
<tr>
<th>Findings</th>
<th>Correct Word</th>
<th>How Wrongly pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>$i \rightarrow \phi$</td>
<td>/iklips/</td>
<td>/klips/</td>
</tr>
<tr>
<td>$\theta \rightarrow \phi$</td>
<td>/egriment/</td>
<td>/'griment/</td>
</tr>
</tbody>
</table>

#### 2. Addition

<table>
<thead>
<tr>
<th>Word</th>
<th>Correct Word</th>
<th>How Wrongly pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak</td>
<td>/spi:k/</td>
<td>/ispi:k/</td>
</tr>
<tr>
<td>street</td>
<td>/stri:t/</td>
<td>/istr:t/</td>
</tr>
</tbody>
</table>

#### 3. Change

<table>
<thead>
<tr>
<th>Word</th>
<th>Correct Word</th>
<th>How Wrongly pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>exciting</td>
<td>/iksaitin/</td>
<td>/eksaitin/</td>
</tr>
<tr>
<td>event</td>
<td>/ivent/</td>
<td>/i:vent/</td>
</tr>
</tbody>
</table>

### B. Medial

#### 1. Omission

<table>
<thead>
<tr>
<th>Word</th>
<th>Correct Word</th>
<th>How Wrongly pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bosnia</td>
<td>/bɔznıə/</td>
<td>/bɔzn ə/</td>
</tr>
</tbody>
</table>
2. Addition

Coastal

Jaffna

3. Change

Spectacular

foreign

C. Final

1. Omission

data

2. Addition

Killed

reached

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It's to be noted that most of the students with Tamil as their medium of instruction have added the vowel “U” in the words ‘Killed’ and ‘Reached’. These errors have occurred due to mother tongue influence. In Tamil, words will not end up with plosives. If plosives occur they will be added with a ‘U’ sound. By adding the vowel ‘U’ unnecessarily and unknowingly the productive skill of speaking and its phonological manifestation are much affected.

3. Change

<table>
<thead>
<tr>
<th>Russia</th>
<th>/'rvjə/</th>
<th>/'rvjɪə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>tree</td>
<td>/tri:/</td>
<td>/tri/</td>
</tr>
</tbody>
</table>

3.4 Diphthongs

A. Initial

1. Omission:

In the initial position of diphthongs, the students did not make omissions.

2. Addition

From the observation of the given data it is found that the students have not added any diphthong sound in the initial positions.
3. Change

Over
Ou → e
"ouvə/e

B. Medial

1. Omission

experience
iə → i
/ıkspiəriəns/ /ıkspiəriəns/
Security
Uə → φ
/sikjuərətɪ/ /'sekriti/

2. Addition

Crystal
φ → iə
/'kristl/ /'kristɪl/
foreign
φ → ə
/forin/ /fɔrɪn/

3. Change

Relationship
ei → æ
/rilei j ən j ip/ /rilə j ən j ip/
Claim
ei → i
/kleim/ /klim/
Remains
ei → e
/rimeins/ /rimens/
Take
ei → ə:
/teik/ /tə:k/
Coastal
ou \(\rightarrow\) a: /'koustl/ /ka:stl/  
Showers
ou \(\rightarrow\) o /'jouez/ /joz/  
Over
ou \(\rightarrow\) e /'ouve/ /ove/  
Bilateral
ai \(\rightarrow\) i /bailætərəl/ /bilætərəl/  
Triumph
ai \(\rightarrow\) a /traiəmf/ /tramp/  
China
ai \(\rightarrow\) i /'tʃainə/ /tʃainə/  

In this particular word ‘China’ the error is caused due to influence of the mother tongue. The word pronounced as /'tʃ i:nə/ in Tamil has got deep rooted in the minds of the students of Tamil medium and hence this change ai \(\rightarrow\) i might have occurred.

Clear
iə \(\rightarrow\) i /kliə/ /kliə/  
Bosnia
iə \(\rightarrow\) o /'bɔʒniə/ /bɔʒniə/
C. Final

1. Omission:

It is found that there is no omission of the diphthongs in the final position.

2. Addition

Criticise

\( \phi \rightarrow \text{ei} \)

\( /\text{kritisai3}/ \)

/kritisai3\text{ei}/

3. Change

Clear

\( i\theta \rightarrow i \)

/"kli\theta/ \hfill /klir/

Near

\( i\theta \rightarrow i: \)

/ni\theta/ \hfill /ni:r/

Fear

\( i\theta \rightarrow \text{e}\)

/"fi\theta/ \hfill /fe:/

3.5 Consonants

A. Initial

1. Omission

Grand

\( g \rightarrow \phi \)

/"grænd/ \hfill /rænd/
Claim

\[ k \rightarrow \phi \]

\[ /'kleim/ \]  \[ /'leim/ \]

Clinton

\[ k \rightarrow \phi \]

\[ /'klintən/ \]  \[ /'lintən/ \]

2. Addition

Know

\[ \phi \rightarrow ik \]

\[ /nou/ \]  \[ /i knou/ \]

3. Change

Basket

\[ b \rightarrow f \]

\[ /ba:skit/ \]  \[ /fa:skit/ \]

Coastal

\[ k \rightarrow h \]

\[ /'koustəl/ \]  \[ /houstəl/ \]

B. Medial

1. Omission

Crystle

\[ s \rightarrow \phi \]

\[ /'kristl/ \]  \[ /kritl/ \]

Criticalise

\[ t \rightarrow \phi \]

\[ /'kritsaiə/ \]  \[ /krisaiə/ \]

Dignitaries

\[ g \rightarrow \phi \]

\[ /'dinitəriə/ \]  \[ /dinitəriə/ \]
By and large, almost all the students have committed phonological errors in this particular word 'Storms' and it has been pronounced /strɔːms/ affecting the free flow of the passage in the productive skill of 'Speaking'. Unless students are drilled thoroughly they are likely to commit more phonological errors in many words. Due to the familiar sound sequence 'str' of certain words like strong, strength, strange and so on, students unconsciously mispronounced this word. 73% of the students have committed the same error in this word.
3. Change

Dignitaries

g→k
/dignitəri3/ /diknitəri3/

Criticise

s→k
/'kritisisai3/ /kritiki3/

Weather

δ→t
/'weðə/
/wetə/

Relationship

f→s
/rilei ʃ ən ʃ ip/ /rileisənsip/

C. Final

1. Omission

eclipse

s→∅
/iklips/ /iklip/

Event

t→∅
/i:vent/ /i:ven/

Killed

d→∅
/'kild/
/kild/

2. Addition

Over

∅→r
/ouve/ /ouver/
4. Change

Triumph

Criticise

Eclipse

Revamp

Grand

3.6 Grammatical

It is a common phenomenon that almost all the students invariably commit grammatical errors. ‘Speaking and writing requires a sound knowledge in grammar’. But it is a fact that multifarious errors occur and it would be certainly a herculean task for the investigator to present all of them.

As it has already been discussed in the second chapter that the errors committed by the informants in the productive skill of speaking have been
given within brackets. The important grammatical errors have been classified in the following aspects.

1. Errors in preposition
2. Errors in articles
3. Errors in tense forms
4. Errors in sequence

3.7 Errors in Preposition:

The errors in preposition and article are not of the same type or manner. In other words, it may be said that the errors have been occurred due to substitution, addition, drop and order change in preposition. Hence, the investigator has further classified them and brought under various sub-headings.

They are:

1. Wrong substitution of preposition
2. Unnecessary addition of preposition
3. Dropping of preposition
4. Order change in preposition.
<table>
<thead>
<tr>
<th>Wrong Substitution of Preposition</th>
<th>Correct Sentence</th>
<th>Wrong Responses Produced by the informants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The King offered a gift to the old man</td>
<td>(The King offered a gift from the old man)</td>
</tr>
<tr>
<td>On hearing this, the king felt very happy</td>
<td>(By hearing this, the king felt very happy)</td>
<td></td>
</tr>
</tbody>
</table>

| Unnecessary addition of preposition | Men, Women and Children witnessed the grand celestial event. | (In Men, Women and Children witnessed the grand celestial event) |
| The old man was planting a sapling | (The old man was planting for a sapling) |

| Dropping of preposition | The old man smiled at the prize | (The old man smiled at the prize) |
| It will be used by my generation | (It will be used by my generation) |
### Order change in preposition

He gave many gold coins and returned to the palace

(He gave to many gold coins and returned the palace)

One day the King was travelling by the road side

(One day by the King was travelling a road side)

### 3.8 Errors in article

#### Wrong substitution of article

**Correct Sentence**

He thought a city

(He thought an city)

Once an old man was planting a sapling

(Once a old man was planting a sapling)

**Wrong responses produced by the informants**

**Addition of article**

He was surprised

(He was a surprised)

The old man said to Babar

(The old man said to the Babar)

**Dropping of article**

It was like a diamond ring

(It was like __ diamond ring)

He can never get an award

(He can never get __ award)
Order change

It was a spectacular event  
He had an idea to see the Country

Tense form (Auxiliary)

Substitution

Correct Sentence  
Wrong responses produced by the informants

He came near the old man and asked him what he was doing  
Now I have planted the trees

Addition

The king asked the old man  
One day the King Raja Raja Cholan went round the city

Dropping

He was riding by the road side  
(He riding by the road side)
On hearing this, Asoka was very much surprised.

**Tense form - verb substitution**

The Old man was planting the sapling.

The American President Bill Clinton and Russian Counterpart Yelstin reached an agreement on Bosnia.

One day the King went on the street to see his people.

The sky remained crystal clear.

10 Lakh people took a holy dip in the river Bramma Sarovar.

(On hearing this, Asoka __very much surprised.)

(The Old man was planted the Sapling)

(The American President Bill Clinton and Russian Counterpart Yelstin reach an agreement on Bosnia)

(One day the King went see on the street to see his people)

(The sky __crystal clear)

(10 lakh people __holy dip in the river Bramma Sarovar)
3.9 Orthographical errors committed by the informants

<table>
<thead>
<tr>
<th>Incorrect Spelling</th>
<th>Correct Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>The king looked at the seen</td>
<td>(scene)</td>
</tr>
<tr>
<td>He was riding on his Hurse</td>
<td>(horse)</td>
</tr>
<tr>
<td>One day the king was going by the forest rod</td>
<td>(road)</td>
</tr>
<tr>
<td>The trees are useful for the fecture generation</td>
<td>(future)</td>
</tr>
<tr>
<td>There are numerus green trees in the garden</td>
<td>(numerous)</td>
</tr>
<tr>
<td>These fruit trees were planted by my ancestors</td>
<td>(ancestors)</td>
</tr>
<tr>
<td>The king wanted to know about his Contry</td>
<td>(country)</td>
</tr>
<tr>
<td>People</td>
<td></td>
</tr>
<tr>
<td>The regional dailies showed the Plesant eclipse</td>
<td>(pleasant)</td>
</tr>
<tr>
<td>It is helpful for the weather forcasting</td>
<td>(forecasting)</td>
</tr>
<tr>
<td>It was a day of trump for Science</td>
<td>(triumph)</td>
</tr>
<tr>
<td>Millions of men, women and children witnessed the grand celestial event.</td>
<td>(celestial)</td>
</tr>
<tr>
<td>The sky remained crystral clear</td>
<td>(crystal)</td>
</tr>
<tr>
<td>The total eclips was seen at 8.31 am</td>
<td>(eclipse)</td>
</tr>
</tbody>
</table>
Clinton and Yelstin reached an agreement on Bosnia.

Once there lived a King who was very interested in the welfare of his citizen. The King ruled his country with happiness. On the way the King saw the market, temple and the fields. The King was greatly surprised. Clinton and Yelstin reached an agreement in February. The King was very much excited. The King asked the old man whether it would give any profit. Karnataka defeats Uttar Pradesh and enters into semifinals. These trees were planted by my forefathers. The King ordered the Minister to give gold coins.
The King appreciated the old man

The King rode all over his Countary

Rain or thunder showrs may occur all over Tamilnadu

The old man said that his fourfather planted the trees

The King went outside his palesh

The King gave many gold cains

We ate these furits

The total eclipse was at 8.31 am

B.J.P. and S.P. stake claim to from Government in Uttarpradesh

A King rouled his country in good and proper way

The old man was planting a sapling

When the King heared this he was very happy

In this exciting mach Karnataka stormed into semifinals

The King lived in the Country
### 3.10 Grammatical errors in Productive skill of writing

#### Wrong Substitution of Preposition

<table>
<thead>
<tr>
<th>Correct Sentence</th>
<th>Wrong Responses produced by the informants</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was riding on the horse by the road side</td>
<td>(He was riding on the horse in the road side)</td>
</tr>
<tr>
<td><strong>Addition</strong></td>
<td></td>
</tr>
<tr>
<td>The King presented a diamond ring</td>
<td>(The King presented at a diamond ring)</td>
</tr>
<tr>
<td>The Old man was planting the tree</td>
<td>(The old man was planting on the tree)</td>
</tr>
<tr>
<td>The King met an old man</td>
<td>(The King met with an old man)</td>
</tr>
<tr>
<td><strong>Dropping</strong></td>
<td></td>
</tr>
<tr>
<td>One day a King was coming round the Village</td>
<td>(One day a King was coming to the Village)</td>
</tr>
<tr>
<td>The trees were very useful for the people</td>
<td>(The trees were very useful to the people)</td>
</tr>
<tr>
<td><strong>Order Change</strong></td>
<td></td>
</tr>
<tr>
<td>I am planting trees for my future generation</td>
<td>(I am planting for trees my future generation)</td>
</tr>
<tr>
<td>In the morning at 8.31 a.m. a diamond ring was seen</td>
<td>(In the morning 8.31 a.m. at a diamond ring was seen)</td>
</tr>
</tbody>
</table>
Errors in article

Wrong substitution of article

An Old man was planting a sapling (A Old man was planting a sapling)

A Diamond ring was showed (An diamond ring was showed)

Addition of article

Men, Women and Children witnessed (A Men, Women and children witnessed the grand celestial event)

One of the most spectacular events (A One of the most spectacular events)

Dropping of Article

The soldiers sat on the horse (The soldiers sat on horse)

The King praised the Old Man (The King praised Old man)

Order Change

The King congratulated the Old man (__King the congratulated old the man)

The King was surprised to see the Old man who was planting the sapling (The King surprised to see old the man who was sapling)
Tense - Auxiliary

Substitution

Rain or thundershowers may occur in Coastal Tamil Nadu and Pondicherry
(Rain or thundershowers has occur in Coastal Tamilnadu and Pondicherry)

Why are you planting it?
(Why is you planting it)

Addition

The Old man told that he was planting the trees for his future generation
(The old man will told that he was planting the trees for his future generation)

The Soldiers came back
(The soldiers were came back)

Dropping

The old man replied that the trees would help the people.
(The Old man replied that the trees help the people)

Karnataka has stormed into Semifinals
(Karnataka storming into semifinals)

Errors in tense form-verb

Substitution

The forest is full of trees
(The Forest will full of trees)

He enjoyed and praised the old man
(He enjoyed and scolded the Old man)
Addition

At that time the servants came (At that time the servants did came)

Total eclipse formed like a diamond ring. (Total eclipse formed appeared a diamond ring)

Dropping

All the people used and enjoyed (All the people–and enjoyed)

Karnataka has defeated Uttarpradesh (Karnataka has_Uttarpradesh)

Incomplete sentences:

While going through the data collected from the informants, it was found that many of them could not express their ideas with a free flow of words. In the productive skills many sentences ended abruptly and some of them were incompletely. The examples given in the following lines have been taken from the data.

Productive skill of Speaking

Correct sentences

The people are hereby warned not to go near the sea.

Incomplete sentences produced by the Informants

(The people are hereby warned not to go_.)
The king came near the Old man and asked him what he was doing. (The king came near the old man and asked.)

**Productive Skill of Writing**

Weather forecast: Rain or thundershowers may occur in one or two places in Tamil Nadu and Pondicherry. (Weather forecast Rain or Thundershowers..)

Akbar praised his work and he awarded him gold coins. (Akbar praised his work and he awarded him...)  

3.11 **Syntactical - Word Order:**

Without following the normal S+V+O pattern words have been just combined together inorder to make sentences in both the productive skills of speaking and writing. They are:

**Productive Skill of Speaking**

**Correct Sentence**

North-East monsoon sets in over Coastal Tamil Nadu, Kerala and Pondicherry

I am planting this sapling for my future generation

**Wrong Sentences Produced by the Informants**

(North sets in East Monsoon over Coastal Tamilnadu, Kerala and Pondicherry)

(I am for my future generation planting this sapling)
**Producting skill of Writing**

Do you have any profit to plant the tree? (Do any profit have you to plant the tree?)

The Old man planned to cross the road (The road cross planned to the old man)

**Syntactical word Collocation**

Instead of combining appropriate words, different words and phrases have been brought together in phrases and sentences.

**Example the productive skill of speaking**

<table>
<thead>
<tr>
<th>Correct Collocation</th>
<th>Wrong Collocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten lakh people took a holy dip in the river Brahma Sarovar</td>
<td>(Ten lakh people took a holy bath in the river Brahma Sarovar)</td>
</tr>
<tr>
<td>The sky remained crystal clear</td>
<td>(The sky remained crystal clean)</td>
</tr>
</tbody>
</table>

**The productive skill of Writing**

Weather permitting, the fishermen may go for fishing from tomorrow onwards (Weather allowing, the fishermen may go for fishing from tomorrow onwards)
The American President Bill Clinton and the Russian counterpart Yelstine reached an agreement on Bosnia. (The American President Bill Clinton and the Russian counterpart Yelstine came to an agreement on Bosnia)

**Discourse Based**

i. Syntactic agreement of the verb with subject.

ii. Non-appropriate combination of phrases and words in sentences.

Errors have been collected from the productive skill of speaking and writing with relevance to discourse. They are:

**Speaking**

**Correct Sentences**

The old man said that the plants were used by my sons

The diamond ring was one of the most spectacular events

**Wrong Sentences produced by the informants**

(The old and said that the plants was used by my sons)

(The diamond ring was one of the most spectacular event)

**WRITING**

One or two places may have heavy rainfall tomorrow

(One or two places has heavy rainfall tomorrow)
<table>
<thead>
<tr>
<th>Non-appropriate combination of Phrases and Words in sentences.</th>
<th>Appropriate sentences in productive skill of speaking</th>
<th>Non-Appropriate combination of phrases and words in sentences produced by the informants</th>
</tr>
</thead>
<tbody>
<tr>
<td>The old man said that these trees give fruits to the people</td>
<td>The king asked the soldiers to present gold coins to the old man</td>
<td>(The King asked the gold coin presented the old man)</td>
</tr>
<tr>
<td></td>
<td>He replied that the sapling which he planted would give fruits for the coming generation</td>
<td>(This plant which he planted is give the fruits for coming generation)</td>
</tr>
<tr>
<td></td>
<td>He met the Presidents of Russia, China and France</td>
<td>(He met with an three presidents of Russia, China and France)</td>
</tr>
<tr>
<td></td>
<td>The king saw the old man who was sitting on the ground with a pot of water and planting a sapling</td>
<td>(The King saw an old man who was to sit a pot of water and with a plant tree)</td>
</tr>
<tr>
<td></td>
<td>When the king heard this he was very happy</td>
<td>(On heard this the king was happy)</td>
</tr>
</tbody>
</table>
3.12 THE COMMUNICATIVE ABILITY AND PERFORMANCE OF THE STUDENTS IN PRODUCTIVE SKILL OF SPEAKING

General

As it has already been discussed in the opening chapter of the present thesis that the term “Communicative” has become a common catchphrase, it is very important that the term “deterioration” in standard of education especially in acquiring the communicative ability of speaking among the students has also not taking place to the expected level or one can say without any hesitation that the performance of the students in English is not up to the mark.

On the contrary, the investigator presents here a few sentences produced by the informants both in speaking and writing to declare that at least a minimum number of students have possessed the skill of producing sentences in these areas.

Illustration of sentences taken from the data collected from the informants is given here.

Productive skill of Speaking English

“It was one of the most spectacular events that the country has ever witnessed”.

“The king was little startled to see the old man”. “The king was very surprised to see the old man’s honesty and also rewarded him a pouch of gold coins”.

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“Your majesty, it is not just for me”.

“It was a day of triumph for scientists not only in India but all over the world”.

“Men, Women and children witnessed the grand celestial event which was a grand gift of India”.

“Karnataka defeated Uttarpradesh and stormed into semifinals with 18 points lead”.

“I am tasting the sweetness of the fruits, Simultaneously I am planting these trees for the Sake of my future generation”.

“The King was very much moved and he rewarded the old man by giving him hundred gold coins”.

“In a fierce fight with the military forces, 30 LTTE men were killed in Jaffna.

3.13 Rectification of errors in the Productive skill of Writing

Though the students have committed many errors while speaking and writing, it has been observed that a considerable number of errors that was made while speaking have been rectified in the productive skill of writing. While writing the ‘news item’ and the ‘story writing’ the students have rectified the errors which were committed while speaking. This trend could be seen invariably among the students of Tamil and English as their medium of
instruction. The data reveal that students' productive skill of writing is somewhat better in general when compared to the productive skill of speaking in particular.

Errors committed by the students have been underlined and the rectification of errors by the students themselves have been shown with asterisk mark.

Examples:

**Rectification of errors in the test item ‘News Writing’ by the students of Tamil Medium**

**Speaking** : The sky *remains* crystal clear

**Writing** : The sky *remained* crystal clear.

**Speaking** : It *look* like a diamond ring

**Writing** : It *looked* like a diamond ring

**Rectification of Errors in the test item ‘News Writing’ by the English Medium Students.**

**Speaking** : All men, women and children *witness* the great celestial event.

**Writing** : All men, women and children *witnessed* the great celestial event.
Speaking: The American President Bill Clinton and his Russian Counterpart Yelstin reached for an agreement on Bosnia.

Writing: The American President Bill Clinton and his Russian Counterpart Yelstin reached an agreement on Bosnia.

Rectification of Errors in the test item 'Story Writing' by the Tamil Medium Students

Speaking: Raja was very interested
Writing: *The King was very interested.

Speaking: At next the King gave a prize to him
Writing: The King gave a *Costly prize to the *Old man.

Speaking: He enjoyed and praise the old man
Writing: He enjoyed and *praised the old man.

Speaking: The King was surprise the old man
Writing: The King was *surprised to see the old man.

Speaking: I planting the trees for my future generation.
Writing: I *am planting the trees for my future generation.
Speaking : The old man has planting a tree
Writing : The old man *was planting a tree

Rectification of Errors in the test item ‘Story Writing’ by the English medium students

Speaking : A King was driving through a street.
Writing : A King was *riding through a street

Speaking : The King gifted him a lot of gold coins.
Writing : The Emperor immediately *gave a bagful of gold coins to the old man.

Speaking : The King was pleased with the old man and he gave a bunch of gold coins and left the place with satisfaction.
Writing : The King was very happy with the old man and he gave a *handful of new gold coins and soon he went to the palace with great satisfaction.

Speaking : The King met with an old man.
Writing : The King met *an old man.

Speaking : The old man replied that the trees was very useful for the people.
Writing : The old man replied that the trees *were very useful for the people.
3.14 Refinement of the Language in the productive skill of writing

Most of the students with English as their medium of Instruction have produced many correct sentences in writing. In addition, a few students have gone even beyond the expectations of the investigator, to produce some revised and refined statements and sentences in their writing. This refinement of language could be seen in some cases especially from the students of Aided and Matriculation Schools and also from the students who come from better economical background.

Examples:

Speaking : 30 LTTE men were killed in Jaffna.
Writing : Due to recent ethnic clashes in Jaffna, 30 LTTE men were killed cruelly.

Speaking : Fishermen are warned not to go near the sea for the next 24 hours.
Writing : Heavy rainfall warning. The fishermen and the sailors are hereby warned not to venture into the sea for the next 24 hours.

Speaking : The diamond ring appeared in the sky beautifully.
Writing : The diamond ring appeared in the sky splendidly.
Speaking : The world leaders criticised the security council for not functioning effectively.

Writing : The world leaders criticised the security council for not taking its efforts in maintaining international peace and security.

Communicative ability in speaking English of the Higher Secondary Students

The investigator has earnestly attempted to find out the level of communicative ability in speaking English among the Higher secondary students. Except a very few students in the English Medium group, others could not express their ideas effectively. While speaking with the help of the verbal cues and non-verbal cues, some of them have given certain headings and sub-headings. It could be seen that a few students from English Medium could create different type of sentences to show their communicative ability in speaking English. A detailed statistical and diagrammatic representation has been given in the thesis separately. Some of the headings, sub-headings and sentences produced by the students of English Medium are given here as an example.
Communicative ability of speaking:

- THE KING THE CLEVER OLD MAN
- THE KING AND THE WISE MAN
- HARDWORK NEVER FAILS
- PRESERVATION OF ENVIRONMENT
- AFFORESTATION AND DEFORESTATION
- FOREST ARE OUR NATIONAL WEALTH

Communicative ability of speaking - subheadings in the news item.

News in detail
Parliament News
Foreign News
Weather Forecast
Heavy Rainfall Warning

Communicative ability of speaking - sentences taken from the test - news item and story telling.

'Good morning, Welcome to the news bulletin'

'And now we shall move on to the sports item'

'This story tells us that we should care for our future generations and should protect our natural resources and make this world a better place to live.'
‘Karnataka in an exciting nailbiting finish has entered into semifinals’

‘The old man stood up quickly, bowed his head and greeted the king saying ‘Long live your Majesty’

‘On the occasion of the spectacular event eclipse, about 10 lakh people took a holy dip in Bramma Sarovar with a traditional fervour and gaiety’

‘And that’s all for the time being, have a nice day’

3.15 Discourse - based analysis

When students involve in writing composition such as paragraph, essay or any other descriptive answers, all the points have to be carefully brought together to present the written discourse in a logical way. From the analysis on the students data, it was noted that at least some of them have followed the techniques of writing making use of anaphora, cataphora, linking words and so on. At the same time errors were also found in some sentences.

Use of Anaphora

Correct sentences produced by the students.

The total eclipse was seen at 8.31 am. It was one of the most exciting events that India had ever seen.
Eclipse gives wealth of data. It was a triumph for all the Scientists of India.

North East Monsoon sets in which is active over the coast of Madras, Cuddalaore and Vellore. These places received 4 cm rainfall.

The old man replied his answer cleverly. That answer made the king to think in the right direction.

Wrong uses of anaphora
produced by the students

Karnataka defeats Uttarpradesh.
* He has entered into semifinals.

Correct anaphora

Karnataka defeats Uttarpradesh.
It has entered into semifinals.

Heavy rain or thundershowers are likely to occur in Coastal Tamilnadu, Pondicherry, Andhra Pradesh, Kerala and Lakswadeep. * This place may also have severe hurricane during the next 48 hours.

Cataphora

Cataphoric sentences could not be found out from the student’s data.
Lexical substitution

From the written discourse, it was noted that a few students have used correct lexical substitutions.

For example

In basketball Karnataka storms into semifinals. Having won the match it has secured another three points in the medal tally.

The old man was planting the saplings. The vegetation, he said, would be useful for the future generation.

Ellipsis

Correct Sentence produced by the students

The king immediately got down from the horse and went near the old man. The soldiers too.

The king was very happy, praised the old man

Repetition

One day *the king went round the country. *The king saw on old man planting a sapling. *The king went near the old man. *The king asked the old man what he was doing.
Linking words which acts as conjunctions and relative pronouns

Correct sentences produced by the students.

I have enjoyed the taste of the fruits. So I am planting the saplings.

Akbar praised his work and awarded the old man the prize. Thus Thennalirama won the challenge at last.

Once a king wanted to see his people. So he went out with his soldiers.

The king was very much surprised. So he gave prize to the old man.

Almost all the students including the students with Tamil as their medium of instruction have used correct conjunctions like and, but, so etc. Among all the conjunctions, the predominant one used by the students is 'so'.

The tree was planted by my forefather from which I am eating the fruits. Similarly, the saplings which I am planting will surely benefit my future generation.

The old man on seeing the king, quickly stood up and wished him.

A large number of men, women and children witnessed the grand celestial event. On that day the sky remained crystal clear.
The old man told the king that a single and small seedling would give a great yield which would be very useful to all the people in that village.

The inductive and deductive method in paragraph writing:

While writing the paragraph or story, students tend to follow both the pattern of inductive and deductive method. As verbal and non-verbal cues were given for the written discourse, the students have followed the same verbal cues and it could not be ascertained whether the students had followed any particular method. Nevertheless, it was noted that a few students have followed the deductive pattern in the written discourse. In this method, the gist of the passage had already been explained in a nutshell and only after that the detailed story has been written.

For example

Deductive pattern

Illustration of this example is taken from the student's data.

‘In this modern world marked by hurry and bustle we are not even interested in saving for our future. But this story tells us that we should care for our future generations and should save our resources and should make this world a better place to live.’

(The story begins here.....)

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But the predominant pattern followed by most of the students is 'inductive'.

**Story Writing**

The salient features of story writing is as follows

a) starting

b) action

c) continued action

d) climax

e) anti-climax

f) finishing

Since non-verbal cues were provided (See figures from 1 to 5 in appendix) to the students, invariably everybody has followed the salient features in their discourse writing.

**For example**

Illustration of this story is taken from the student’s data.

**Title : THE CLEVER MAN**

a) Starting

Once upon a time a king was riding through a strect with soldiers on either side of the road.
b) Action

After crossing the street he came to an area where he saw a beautiful garden. He saw an old man working very hard in the garden.

c) Continued Action

The king was surprised to see the old man working in the garden. He went to him and asked about it.

d) Climax

The old man told the king that a single and small seedling would give a great yield which would be very useful to all the people in the world. He also explained the importance and benefits of the trees to the king. The king was very happy to see the old man for his interest and love towards nature.

e) Finishing

The king took a bag full of gold coins and gave to the poor old man as a present.
3.16 COMPARISON OF PRODUCTIVE SKILL IN SPEAKING BETWEEN THE STUDENTS OF ENGLISH AND TAMIL MEDIUM

Hypothesis - 1

‘Productive skill in speaking of the students with English as their medium of instruction is better than that of the students of Tamil Medium’.

Table - 5 gives the results of the analysis done on the data.

Student’s t-test was applied to test the hypothesis. The table shows that the scores in productive skill of speaking of the students with English as their medium of instruction is 24.65 whereas the average score of productive skill in speaking of the students with Tamil as their medium of instruction is 14.98. The t-value to test the significant difference between the average score of this two medium students is 7.57. It shows that the performance of the students with English as their medium of instruction is significantly higher than that of the students of Tamil Medium. The hypothesis was tested at 1% level of significance.

The diagrammatic representation of the analysis is given in figure No. 8.
TABLE 5: COMPARISON OF PRODUCTIVE SKILL IN SPEAKING SCORE BETWEEN THE STUDENTS OF ENGLISH AND TAMIL MEDIUM

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degrees of Freedom</th>
<th>t- Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>60</td>
<td>24.65</td>
<td>7.66</td>
<td>118</td>
<td>7.57**</td>
</tr>
<tr>
<td>Tamil</td>
<td>60</td>
<td>14.98</td>
<td>6.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** - Significant at 1% Level.
COMPARISON OF PRODUCTIVE SKILL
BETWEEN ENGLISH & TAMIL MEDIUM
STUDENTS

Figure - 8

<table>
<thead>
<tr>
<th>TYPE OF SKILL</th>
<th>English</th>
<th>Tamil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Productive Skill Score</td>
<td>30</td>
<td>35</td>
</tr>
</tbody>
</table>
Cumulative Distribution of Productive Skill Score in speaking among English and Tamil medium students

From figure 9 it is observed that the difference between English and Tamil medium students is noticed at all levels of productive skill score in speaking. It is noted that nearly 20% of the students with Tamil as their medium of instruction, have scored less than 10.

Nearly 30% of the students with English as their medium of instruction have scored below 20 whereas in the case of Tamil medium nearly 80% of the students have scored less than 20.
CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL SCORE IN SPEAKING AMONG ENGLISH AND TAMIL MEDIUM STUDENTS

Figure - 9

PRODUCTIVE SKILL SCORE

PERCENTAGE OF STUDENTS

<10

<20

<30

<40

<50
TABLE 6: CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL SCORE IN SPEAKING AMONG ENGLISH AND TAMIL MEDIUM STUDENTS.

<table>
<thead>
<tr>
<th>Productive Skill Score in speaking</th>
<th>English Medium</th>
<th>Tamil Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>≤ 10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10-20</td>
<td>19</td>
<td>31.7</td>
</tr>
<tr>
<td>20-30</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>30-40</td>
<td>9</td>
<td>15.0</td>
</tr>
<tr>
<td>40-50</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Hypothesis - 2

'Productive skill in writing of the students with English as their medium of instruction is better than that of the students of Tamil Medium'.

Table -7 gives the results of the analysis done on the data.

Student’s t-test was applied to test the hypothesis. The table shows that the scores in Productive skill of writing of the students with English as their medium of instruction is 31.82 whereas the average score of productive skill in writing of the students with Tamil as their medium of instruction is 21.92. The t-value to test the significant difference between the average scores of this two medium students is 6.80. It shows that the performance of the students with English as their medium of instruction is significantly higher than that of the students of Tamil Medium. The hypothesis was tested at 1% level of significance.

The diagrammatic representation of the analysis is given in figure No. 8.
<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degrees of Freedom</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>60</td>
<td>31.82</td>
<td>8.65</td>
<td>118</td>
<td>6.80**</td>
</tr>
<tr>
<td>Tamil</td>
<td>60</td>
<td>21.92</td>
<td>7.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 1% level.
Cumulative Distribution of Productive Skill Score in writing among English and Tamil medium students

From figure 10 it is observed that 5% of the students with English as their medium of instruction, have scored less than 20 whereas in Tamil Medium, those who have scored less than 20 is nearly 35%.

The figure also reveals the fact that in Tamil Medium nearly 10% of the students have scored 30 and above. But 50% of the English medium students have scored more than 30.
Figure 10: Cumulative distribution of productive skill score in writing among English and Tamil medium students.
<table>
<thead>
<tr>
<th>Productive Skill Score in writing</th>
<th>English Medium</th>
<th></th>
<th></th>
<th>Tamil Medium</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>Cumulative %</td>
<td>No.</td>
<td>%</td>
<td>Cumulative %</td>
</tr>
<tr>
<td>≤ 10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>10-20</td>
<td>2</td>
<td>3.3</td>
<td>3.3</td>
<td>18</td>
<td>30.0</td>
<td>35.0</td>
</tr>
<tr>
<td>20-30</td>
<td>27</td>
<td>45.0</td>
<td>48.3</td>
<td>34</td>
<td>56.7</td>
<td>91.7</td>
</tr>
<tr>
<td>30-40</td>
<td>21</td>
<td>35.0</td>
<td>83.3</td>
<td>5</td>
<td>8.3</td>
<td>100.0</td>
</tr>
<tr>
<td>40-50</td>
<td>8</td>
<td>13.3</td>
<td>96.6</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Above 50</td>
<td>2</td>
<td>3.3</td>
<td>100.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td></td>
<td>60</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Hypothesis -3

'The Performance in the Productive skill of Speaking with the help of non-verbal cues is better than that of the performance with the help of verbal cues.

Table 9 gives the results of the analysis done for the test.

Paired t-test was applied to test the hypothesis. The table shows that the score in the productive skill of speaking with the help of non-verbal cues is 40.29 whereas the average score in the productive skill of speaking with the help of verbal cues is 14.32. The t-value to test the significant difference between the average scores of this two non-verbal and verbal cues is 30.86. It shows that the performance in the productive skill of speaking with the help of non-verbal cues is significantly higher than that of the performance with the help of verbal cues. The hypothesis was tested at 1% level of significance.

The diagrammatic representation of the analysis is given in figure No. 11.
Figure 11
COMPARISON OF PRODUCTIVE SKILLS IN SPEAKING, WRITING, VERBAL & NON-VERBAL
**TABLE 9: COMPARISON OF PRODUCTIVE SKILL SCORE BETWEEN VERBAL AND NON VERBAL CUES**

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degrees of Freedom</th>
<th>t- Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>120</td>
<td>14.32</td>
<td>7.80</td>
<td>119</td>
<td>30.86**</td>
</tr>
<tr>
<td>Non - Verbal</td>
<td>120</td>
<td>40.29</td>
<td>10.95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 1% level.
COMPARISON OF COMMUNICATIVE ABILITY OF SPEAKING BETWEEN THE STUDENTS OF ENGLISH AND TAMIL MEDIUM.

Hypothesis - 4

'Communicative ability of speaking of the students with English as their medium of instruction is better than that of the students of Tamil medium.

Statistical test were not conducted to find out the communicative ability of speaking of the students of English and Tamil medium. The students of Tamil medium did not have sufficient sample size required for statistical analysis.
TABLE 10: COMMUNICATIVE ABILITY IN SPEAKING ENGLISH WITH THE HELP OF VERBAL CUES

<table>
<thead>
<tr>
<th>Socio Economic</th>
<th>Tamil No. of Students</th>
<th>%</th>
<th>English No. of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Well</td>
<td>4</td>
<td>17%</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Economically Poor</td>
<td>2</td>
<td>5%</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Socio经济</td>
<td>Tamil No. of Students</td>
<td>%</td>
<td>English No. of Students</td>
<td>%</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------</td>
<td>---</td>
<td>------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Economically Well</td>
<td>6</td>
<td>26%</td>
<td>21</td>
<td>52%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>8%</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Economically Poor</td>
<td>3</td>
<td>8%</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
Hypothesis - 5

'Communicative ability of boys is better than that of girls'

Table 12 gives the results of the analysis done on the data.

The analysis was done only for the students with English as their medium of instruction and especially for those who hail from better economic background. This analysis had to be confined because of insufficient sample size in the other group.

Student’s t-test was applied to test the hypothesis separately for the test items verbal and non-verbal cues. The table shows that the score of communicative ability of boys with verbal cues is 4.80 whereas the score of the girls in Communicative ability of speaking with verbal cue is 4.0. The t-value test for these two groups of students is 0.52.

It shows that there is no significant difference between boys and girls in their communicative ability of speaking with verbal cues.

The hypothesis was tested at 5% level of significance.
The table also shows that the score of communicative ability of boys with the help of non-verbal cues is 10.08. Whereas the score of communicative ability of girls with the help of non-verbal cues is 11.02. The t-value tested for these two group of students is 0.26. It shows that there is no significant difference between boys and girls in their communicative ability of speaking with the help of non-verbal cues. The hypothesis was tested at 5% level of significance.

Hence the hypothesis is not sustained. The diagrammatic representation is given Figure 12.
### TABLE 12: COMMUNICATIVE ABILITY IN SPEAKING ENGLISH OF THE BOYS AND GIRLS WITH THE HELP OF VERBAL CUES

<table>
<thead>
<tr>
<th>With the Help of Verbal are</th>
<th>Boys</th>
<th>Girls</th>
<th>Non-Verbal are</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>23</td>
<td>17</td>
<td>23</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>4.79</td>
<td>3.99</td>
<td>10.08</td>
<td>11.01</td>
<td></td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>5.09</td>
<td>4.36</td>
<td>10.98</td>
<td>11.69</td>
<td></td>
</tr>
<tr>
<td>t-value</td>
<td>0.52</td>
<td>0.26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N.S. — Not Significant
Figure 12
COMPARISON OF COMMUNICATIVE ABILITY OF SPEAKING BETWEEN BOYS AND GIRLS IN ENGLISH MEDIUM SCHOOLS
Table - 13: CUMULATIVE DISTRIBUTION OF COMMUNICATIVE ABILITY OF SPEAKING - WITH VERBAL CUE AMONG BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Comm. ability of speaking - with verbal cue score</th>
<th>Boys</th>
<th></th>
<th>Cumulative %</th>
<th>Girls</th>
<th></th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upto 5</td>
<td>20</td>
<td>66.7</td>
<td>66.7</td>
<td>24</td>
<td>80.0</td>
<td>80.0</td>
</tr>
<tr>
<td>5 - 10</td>
<td>7</td>
<td>23.3</td>
<td>90.0</td>
<td>4</td>
<td>13.3</td>
<td>93.3</td>
</tr>
<tr>
<td>10 - 15</td>
<td>2</td>
<td>6.7</td>
<td>96.7</td>
<td>2</td>
<td>6.7</td>
<td>100.0</td>
</tr>
<tr>
<td>15 - 20</td>
<td>1</td>
<td>3.3</td>
<td>100.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
<td></td>
<td>30</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Cumulative Distribution of communicative ability of speaking with the help of verbal score among boys and girls

From figure 13 not much differences were noticed among the boys and girls in the different score levels except at score 5. Nearly 65% of the boys have scored 5 or below and for girls it is nearly 80%. 5% of the boys have scored more than 15 whereas in the case of girls no one has scored more than 15.
Figure 13: Cumulative distribution of communicative ability of speaking with verbal cue among boys and girls.
14. Cumulative Distribution of Communicative ability of speaking - with Non-verbal cue among boys and girls

<table>
<thead>
<tr>
<th>Communicative ability of speaking - with Non-verbal cue Score</th>
<th>Boys</th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>Cumulative %</td>
<td>No.</td>
<td>%</td>
<td>Cumulative %</td>
</tr>
<tr>
<td>Upto 5</td>
<td>18</td>
<td>60.0</td>
<td>60.0</td>
<td>19</td>
<td>63.3</td>
<td>63.3</td>
</tr>
<tr>
<td>5 - 10</td>
<td>2</td>
<td>6.7</td>
<td>66.7</td>
<td>3</td>
<td>10.0</td>
<td>73.0</td>
</tr>
<tr>
<td>10 - 15</td>
<td>1</td>
<td>3.3</td>
<td>70.0</td>
<td>2</td>
<td>6.7</td>
<td>80.0</td>
</tr>
<tr>
<td>15 - 20</td>
<td>4</td>
<td>13.3</td>
<td>83.3</td>
<td>2</td>
<td>6.7</td>
<td>86.7</td>
</tr>
<tr>
<td>20 - 25</td>
<td>5</td>
<td>16.7</td>
<td>100.0</td>
<td>4</td>
<td>13.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
<td></td>
<td>30</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Cumulative Distribution of Communicative ability with the help of non-verbal cues score among boys and girls

From figure 14 not much differences were noticed among the boys and girls in the different score levels except at score 15. Nearly 65% of the boys have scored 5 or below and for girls it is nearly 80%. 5% of the boys have scored more than 15 whereas in the case of girls no one has scored more than 15. Nearly 80% of the girls have scored 15 or less and 70% of the boys has scored 15 or less.
Figure -14
CUMULATIVE DISTRIBUTION OF COMMUNICATIVE ABILITY OF SPEAKING WITH NON-VERBAL CUE AMONG BOYS AND GIRLS

PERCENTAGE OF STUDENTS

COMMUNICATIVE ABILITY WITH NON-VERBAL CUE SCORE

Girls

Boys

<5 <10 <15 <20 <25
Comparison of productive skill of speaking
between boys and girls.

Hypothesis - 6

'Productive skill of speaking of boys is better than that of girls.'

Table - 15 gives the results of the analysis done for the data.

Student’s t-test was applied to test the hypothesis. The table shows that the score in productive skill of speaking of boys is 20.96 whereas the average score in productive skill of speaking of girls is 18.67. The t-value to test the significant difference between the average score of this two group of students is 1.48. It shows that the performance of the boys in the productive skill of speaking is not significantly different when compared to girls.

Hence the hypothesis is not sustained. The diagrammatic representation is given Figure 15.
**TABLE 15** PRODUCTIVE SKILL SPEAKING SCORE BETWEEN BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Sex</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Freedom Prob.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>60</td>
<td>20.95</td>
<td>10.15</td>
<td>118</td>
<td>7.57**</td>
</tr>
<tr>
<td>Girls</td>
<td>60</td>
<td>18.67</td>
<td>6.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**--- Not Significant at 1% level**
Figure - 15
COMPARISON OF PRODUCTIVE SKILL BETWEEN BOYS AND GIRLS

AVERAGE PRODUCTIVE SKILL SCORE

TYPE OF SKILL

Speaking Writing

Boys Girls
Table 16: CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL SCORE IN SPEAKING AMONG BOYS AND GIRLS

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th></th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>Cumulative</td>
<td>No.</td>
<td>%</td>
<td>Cumulative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>≤ 10</td>
<td>8</td>
<td>13.3</td>
<td>13.3</td>
<td>5</td>
<td>8.3</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>10-20</td>
<td>25</td>
<td>41.7</td>
<td>55.0</td>
<td>28</td>
<td>46.7</td>
<td>55.0</td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>15</td>
<td>25.0</td>
<td>80.0</td>
<td>26</td>
<td>43.3</td>
<td>98.3</td>
<td></td>
</tr>
<tr>
<td>30-40</td>
<td>8</td>
<td>13.3</td>
<td>93.3</td>
<td>1</td>
<td>1.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>40-50</td>
<td>4</td>
<td>6.7</td>
<td>100.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td></td>
<td>60</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From figure 16 it is revealed that the percentage of students those who have scored up to 20 is almost the same in both boys and girls. It is nearly 55%.

The difference in the percentage is noted at the score of 30 and above between the two groups. As far as girls are concerned, approximately 2% has scored more than 30. But in the case of boys 20% have scored 30 and above.
Figure 16: Cumulative distribution of productive skill score in speaking among boys and girls.
Communicative ability of speaking Comparison between Government / Corporation and Aided - Matriculation Schools.

Hypothesis - 7

‘Communicative ability of speaking of the students drawn from Aided and Matriculation schools is better than that of those drawn from Government and corporation schools.’

Table 17 gives the results of the analysis done for the data.

The analysis was done for the students drawn from Aided and Matriculation schools and the students from Government and Corporation schools.

Student’s t-test was applied to test the hypothesis separately for the test items of verbal and non-verbal types. The table shows that the score of communicative ability of students drawn from Aided and Matriculation schools is 4.61 where as the scores of the students drawn from Government and Corporation schools is 4.0. The t-value to test this two group of students is 0.35. It shows that there is no significant difference between the performance of the students in communicative ability of speaking with the help of verbal cues.
Communicative ability of speaking with the help of non-verbal cues

The table also throws light on some other aspects in general and the different levels of the informants in this skill of speaking in particular. It shows that the score of communicative ability of the students drawn from the students of Aided/Matriculation schools is 12.59 whereas the score of the students drawn from the students of Government and corporation is 4.14. The t-value to test this group of students is 2.17. It shows that the performance of the students from Aided/Matriculation schools is significantly higher than that of the students drawn from Government/Corporation schools. The hypothesis was tested at 5% level of significance.

Hence the hypothesis is sustained only for the test item non-verbal cues. The diagrammatic representation is given in figure no. 17.
Table 17: Communicative Ability of Speaking - Score Between Govt./Corporation and Aided/Matric School

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>D.F.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Govt./Corporation</td>
<td>10</td>
<td>4.00</td>
<td>4.12</td>
<td>38</td>
<td>0.35 N.S.</td>
</tr>
<tr>
<td>Aided/Matric</td>
<td>30</td>
<td>4.61</td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Verbal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Govt./Corporation</td>
<td>10</td>
<td>4.14</td>
<td>7.32</td>
<td>38</td>
<td>2.17*</td>
</tr>
<tr>
<td>Aided/Corporation</td>
<td>30</td>
<td>12.59</td>
<td>11.49</td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

N.S. - Not significant.

* Significant at 5% level.
Figure - 17
COMPARISON OF COMMUNICATIVE ABILITY OF SPEAKING BETWEEN GOVERNMENT/CORPORATION AND AIDED/MATRICULATION SCHOOLS

![Bar Chart]

AVERAGE COMMUNICATIVE ABILITY SCORE

- Verbal
- Non-Verbal

■ Govt/Corpn. ■ Aided/Matric

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Cumulative Distribution of Communicative ability with the help of verbal hints score among Govt/Corpn and Aided/ Matric Schools

From figure 18 not much differences were noticed among the Government, Corporation and Aided, Matriculation schools at different score levels. Nearly 70% of the Aided/Matric School students have scored 5 or below and nearly 80% of the Govt/Corpn school students have scored 5 or below.
Figure - 18

CUMULATIVE DISTRIBUTION OF COMMUNICATIVE ABILITY OF SPEAKING WITH
VERBAL CUE AMONG GOVT/CORPN AND AIDED/MATRIC SCHOOLS

COMMUNICATIVE ABILITY SCORE
<20 <10 <15

PERCENTAGE OF STUDENTS
100 90 80 70 60 50 40 30 20 10 0

<20

VERBAL CUE AMONG GOVT/CORPN AND AIDED/MATRIC SCHOOLS

COMMUNICATIVE ABILITY SCORE
<10<15

Aid/Matric
GOVT/CORPN

129
Table - 18: CUMULATIVE DISTRIBUTION OF COMMUNICATIVE ABILITY OF SPEAKING - WITH VERBAL CUE AMONG GOVT/ CORPN AND AID/MATRIC SCHOOLS

<table>
<thead>
<tr>
<th>Communicative ability of speaking - with verbal cue</th>
<th>Govt/Corpn Schools</th>
<th>Aid/Matric Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Upto 5</td>
<td>17</td>
<td>81.0</td>
</tr>
<tr>
<td>5 - 10</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>10 - 15</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>15 - 20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table - 19: CUMULATIVE DISTRIBUTION OF COMMUNICATIVE ABILITY OF SPEAKING - WITH NON-VERBAL CUE AMONG GOVT/ CORPN AND AID/MATRIC SCHOOLS

<table>
<thead>
<tr>
<th>Communicative ability of speaking - with Non-verbal cue Score</th>
<th>Govt/Corpn Schools</th>
<th>Aid/Matric Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Upto 5</td>
<td>18</td>
<td>85.7</td>
</tr>
<tr>
<td>5 - 10</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>10 - 15</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>15 - 20</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>20-25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Cumulative Distribution of Communicative Ability with Non-verbal score among Govt/Corpn and Aided/Matric Schools

From figure 19 wide differences were noticed at all levels between Government/Corporation and Aided/Matriculation Schools. The percentage of students who have scored 5 or less is nearly 50% for Aided/Matric schools and it is nearly 85% in the case of Govt/Corpn schools. Nearly 35% has scored 15 and above for Aided/Matric and nearly 5% only has scored 15 and above.
Figure 19: Cumulative distribution of communicative ability of speaking with non-verbal cue among Govt/Corpn and Aided/Matric schools.

COMMUNICATIVE ABILITY SCORE

CUMULATIVE DISTRIBUTION OF COMMUNICATION ABILITY OF SPEAKING WITH NON-VERBAL CUE AMONG GOVT/CORPN AND AIDED/MATRIC SCHOOLS

PERCENTAGE OF STUDENTS

<5 <10 <15 <20 <25
Productive skill of writing between boys and girls

The analysis in addition reveal the following facts.

Table 20 gives the results of the findings. It shows that the scores in Productive skill of writing of the boys is 28.57 whereas the average scores of productive skill of writing of the girls in 25.17. The t- value to test the significant difference between the average score of this two group of students is 2.01. It shows that the performance of the boys in the Productive skill of writing is significantly higher than the performance of the girls at 5% level.

The diagrammatic representation is given in figure no. 15.
TABLE - 20: PRODUCTIVE SKILL IN WRITING - SCORE BETWEEN BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Sex</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degrees of Freedom</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>60</td>
<td>28.57</td>
<td>11.54</td>
<td>118</td>
<td>2.01*</td>
</tr>
<tr>
<td>Girls</td>
<td>60</td>
<td>25.17</td>
<td>6.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 5% level.
### Table 21: Cumulative Distribution of Productive Skill Score in Writing Among Boys and Girls

<table>
<thead>
<tr>
<th>Productive skill in writing Score</th>
<th>Boys</th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>Cumulative %</td>
<td>No.</td>
<td>%</td>
<td>Cumulative %</td>
</tr>
<tr>
<td>≤ 10</td>
<td>3</td>
<td>5.0</td>
<td>5.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10-20</td>
<td>10</td>
<td>16.7</td>
<td>21.7</td>
<td>10</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>20-30</td>
<td>23</td>
<td>38.3</td>
<td>60.0</td>
<td>38</td>
<td>63.3</td>
<td>80.0</td>
</tr>
<tr>
<td>30-40</td>
<td>14</td>
<td>23.3</td>
<td>83.3</td>
<td>12</td>
<td>20.0</td>
<td>100.0</td>
</tr>
<tr>
<td>40-50</td>
<td>8</td>
<td>13.3</td>
<td>96.6</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Above 50</td>
<td>2</td>
<td>3.3</td>
<td>100.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td></td>
<td>60</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Cumulative Distribution of Productive skill score in writing among Boys and Girls

Figure 20 tells that nearly 20% of the students in both boys and girls have scored 20 and below. But 40% of the boys have scored more than 30 and in the case of girls it is only 20%.
Figure - 20
CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL SCORE IN WRITING AMONG
BOYS AND GIRLS

PRODUCTIVE SKILL SCORE
100
90
80
70
60
50
40
30
20
10

0

<10
<20
<30
<40
<50
<60
<70
<80
<90
<100

PERCENTAGE OF STUDENTS

Girls
Boys
Productive Skill of Speaking between Schools

The analysis projects the following findings. Table 21 gives the results of the findings. It shows that the scores of the productive skill of speaking of the students drawn from Aided/Matriculation Schools is 23.91 whereas the average scores of Productive skill of speaking of the students drawn from Government Corporation is 16.35. The t-value to test the significant difference between the average scores of this two group of students is 5.41.

It shows that the performance of the students drawn from the Aided/Matriculation School is significantly higher than that of the students drawn from Government / Corporation at 1% level.

The diagrammatic representation is given in figure 21.
Table - 21: PRODUCTIVE SKILL IN SPEAKING SCORE BETWEEN GOVT./CORPORATION AND AIDED/MATRICULATION SCHOOLS

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degrees of Freedom</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt./ Corpor.</td>
<td>65</td>
<td>16.35</td>
<td>6.60</td>
<td>118</td>
<td>5.41**</td>
</tr>
<tr>
<td>Aided / Matric</td>
<td>55</td>
<td>23.9</td>
<td>8.68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at 1% level
Cumulative Distribution of Productive skill score in speaking 
among Govt./Corpn. and Aided/Matric. Schools

From figure 21 it is derived that nearly 65% of the aided/matric 
school students have scored 20 and above. But in corporation schools 
only 30% of the students have scored 20 and above. The percentage of 
the students those who have scored 30 and above is very less (1.5%) 
when compared to aided/matric schools (21.8%).
Figure 21
CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL SCORE IN SPEAKING AMONG GOVT/CORPN AND AIDED/MATRIC SCHOOLS
Table - 22: CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL SCORE IN SPEAKING AMONG GOVT/CORPN AND AID/MATRIC SCHOOLS

| Productive skill in speaking score | Govt/Corpn. | | | Aid/ Matric. | | |
| | No. | % | Cumulative % | No. | % | Cumulative % |
| | | | | | | |
| ≤ 10 | 10 | 15.4 | 15.4 | 3 | 5.5 | 5.5 |
| 10-20 | 37 | 56.9 | 72.3 | 16 | 29.1 | 34.6 |
| 20-30 | 17 | 26.5 | 98.5 | 24 | 43.6 | 78.2 |
| 30-40 | 1 | 1.5 | 100.0 | 8 | 14.5 | 92.7 |
| 40-50 | - | - | - | 4 | 7.3 | 100.0 |
Productive skill of Writing between Schools

The analysis presents the following findings.

Table 23 gives a clear picture about the findings. It shows that the score of productive skill of writing of the students drawn from the Aided/Matriculation schools is 30.98 whereas the average score of the students drawn from the students of Government/Corporation schools is 23.40. The t-value to test the significant difference between the average scores of this two group of students is 4.81.

It shows that the performance of the students drawn from the Aided/Matriculation schools in productive skill of writing is significantly higher than that of the students drawn from Government/Corporation at 1% level.

The diagrammatic representation is given in figure 21.
Table - 23: PRODUCTIVE SKILL IN WRITING SCORE BETWEEN GOVT./CORPORATION AND AIDED/MATRICULATION SCHOOLS

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degrees of Freedom</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. / Corpor</td>
<td>65</td>
<td>23.39</td>
<td>8.19</td>
<td>118</td>
<td>4.81 **</td>
</tr>
<tr>
<td>Aided / Matric.</td>
<td>55</td>
<td>30.97</td>
<td>9.06</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at 1% level
Table - 24: CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL
SCORE IN WRITING AMONG GOVT/CORPN. AND AID/ MATRIC.

<table>
<thead>
<tr>
<th>Productive skill in Writing score</th>
<th>Govt/Corpn.</th>
<th>Aid/ Matric.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>≤ 10</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>10-20</td>
<td>17</td>
<td>26.2</td>
</tr>
<tr>
<td>20-30</td>
<td>35</td>
<td>53.8</td>
</tr>
<tr>
<td>30-40</td>
<td>8</td>
<td>12.3</td>
</tr>
<tr>
<td>40-50</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Above 50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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Cumulative distribution of productive skill score in writing among Govt/Corpn and Aided/Matric schools

From figure 22 it is observed that nearly 5% of the Aided/Matric schools have scored 20 or less but in the case of Government and Corporation schools it is 30%. Those who have scored more than 30 is nearly 55% in the case of Aided/Matric schools which when compared to Govt/Corpn, it is approximately 15% only.
Figure - 22
CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL SCORE IN WRITING AMONG GOVT/CORPN AND AIDED/MATRIC SCHOOLS
Figure - 23
COMPARISON OF PRODUCTIVE SKILL BETWEEN GOVT/Corpn AND AIDED/MATRIC. SCHOOLS
Productive Skill of Speaking

Between Economically poor and Economically well

Table 25 gives the results of the findings. It shows that the scores of productive skill of speaking of the students who come from a poor economical background is 13.84 whereas the average score in productive skill of speaking of the students who are economically well is 25.22. The t-value to test the significant difference between the average scores of this two group of students is 9.88. It is clear that the performance of the students of Economically well is significantly higher than that of the students who hail from poor economical background at 1% level.

The diagrammatic representation is given in figure 24.
<table>
<thead>
<tr>
<th>Socio Economic Status</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degrees of Freedom</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Poor</td>
<td>57</td>
<td>13.83</td>
<td>5.15</td>
<td>118</td>
<td>9.88**</td>
</tr>
<tr>
<td>Economically Well</td>
<td>63</td>
<td>25.22</td>
<td>7.19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at 1% level.
Cumulative Distribution of Productive skill score in speaking among the students economically for and economically well

From figure 24 wide differences were noticed among the economically well and economically poor students all along the score level. Nearly 30% of the economically well students have scored 20 and below. But for economically poor nearly 85% of the students have scored 20 or below 20.
Figure - 24
CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL SCORE IN SPEAKING AMONG
POOR AND WELL SOCIO ECONOMIC GROUPS
Table - 26: CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL SCORE IN SPEAKING AMONG THE STUDENTS OF DIFFERENT SOCIO-ECONOMIC STATUS

<table>
<thead>
<tr>
<th>Productive skill in speaking score</th>
<th>Economically Poor</th>
<th>Economically Well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>≤ 10</td>
<td>13</td>
<td>22.8</td>
</tr>
<tr>
<td>10-20</td>
<td>36</td>
<td>63.2</td>
</tr>
<tr>
<td>20-30</td>
<td>8</td>
<td>14.0</td>
</tr>
<tr>
<td>30-40</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>40-50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Comparison of Productive skill in writing between the students of Economically poor and Economically well.

The analysis reveal the following findings.

Table 27 gives the results of the findings. It shows that the scores in Productive Skill of writing of the students who hail from poor economical background is 21.28 whereas the average scores of the students from well economical background is 31.93. The t-value to test the significant difference between the average scores of these two group of students is 7.54. It shows that the performance of the students with better economical background is significantly higher than that of the students who come from poor economical background. The analysis was done at 1% level.

The diagrammatic representation is given in figure 26.
Table - 27: PRODUCTIVE SKILL IN WRITING SCORE BETWEEN ECONOMICALLY POOR & WELL STUDENTS

<table>
<thead>
<tr>
<th>Socio Economic Status</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Freedom Prob.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Poor</td>
<td>57</td>
<td>21.27</td>
<td>7.09</td>
<td>118</td>
<td>7.54**</td>
</tr>
<tr>
<td>Economically Well</td>
<td>63</td>
<td>31.93</td>
<td>8.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at 1% level.
Cumulative Distribution of productive skill score in writing among poor and well socio economic groups

In this figure 25 also wide differences were noticed among the economically well and the economically poor students from 10 to 40 scores. Only approximately 5% of the economically well are at/below the score of 20. But in the case of economically poor nearly 40% have scored 20 or less. 50% of the economically well students have scored 30 and above. For economically poor students (i.e) near by 10% only.
Figure 25: Cumulative distribution of productive skill score in writing among poor and well socio-economic groups.
Table - 28: CUMULATIVE DISTRIBUTION OF PRODUCTIVE SKILL SCORE IN WRITING AMONG THE STUDENTS OF DIFFERENT SOCIO-ECONOMIC STATUS

<table>
<thead>
<tr>
<th>Productive skill in writing score</th>
<th>Economically Poor</th>
<th>Economically Well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>≤ 10</td>
<td>3</td>
<td>5.3</td>
</tr>
<tr>
<td>10-20</td>
<td>18</td>
<td>31.6</td>
</tr>
<tr>
<td>20-30</td>
<td>31</td>
<td>54.4</td>
</tr>
<tr>
<td>30-40</td>
<td>5</td>
<td>8.8</td>
</tr>
<tr>
<td>40-50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Above 50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure - 26
COMPARISON OF PRODUCTIVE SKILL BETWEEN ECONOMICALLY POOR AND WELL STUDENTS

<table>
<thead>
<tr>
<th>TYPE OF SKILL</th>
<th>Economically Poor</th>
<th>Economically Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Productive Skill Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The analysis reveals the following findings.

Table 29 gives the results of the findings. It shows that the scores of the productive skill in speaking of the Total group is 19.81 whereas the scores of the productive skill in writing is 26.87. The paired t-test value to find the significant difference between the average scores of these skills is 12.53. It shows that the performance of the total group in the productive skill of writing is significantly higher than that of the performance of the total group in the productive skill of speaking at 1% level.

The diagrammatic representation is given in figure 11.
### Table - 29: PRODUCTIVE SKILL IN SPEAKING SCORE PRODUCTIVE SKILL IN SPEAKING V/s. WRITING SCORE

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degrees of Freedom</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>120</td>
<td>19.81</td>
<td>8.48</td>
<td>119</td>
<td>12.53**</td>
</tr>
<tr>
<td>Writing</td>
<td>120</td>
<td>26.87</td>
<td>9.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Findings : Significant at 1% level.
Comparison of communicative ability of speaking with the help of verbal and non-verbal cues.

The analysis reveals the following important findings.

Table 30 gives the results of the findings. It shows that the score of the Communicative ability of the students with the help of verbal is 4.46 whereas the scores of the communicative ability of the students with the help of non-verbal cues is 10.47. The paired t-test value to find the significant difference between the average scores of these test is 3.64. It shows that the performance of the students with the help of the verbal cues at is significantly lower than that of the performance of the students with the help of non-verbal cues at 1% level.

The diagrammatic representation is given in figure 27.
Table 30: COMMUNICATIVE ABILITY OF SPEAKING WITH THE HELP OF VERBAL / NON-VERBAL CUES

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degrees of Freedom</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Cues</td>
<td>40</td>
<td>4.45</td>
<td>4.75</td>
<td>39</td>
<td>3.64**</td>
</tr>
<tr>
<td>Non-Verbal Cues</td>
<td>40</td>
<td>10.47</td>
<td>11.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 1% level.
Figure - 27
COMPARISON COMMUNICATIVE ABILITY OF SPEAKING BETWEEN VERBAL AND NON-VERBAL CUES