Chapter Four

Pattern in Achievement : Second Language – English 2013

4.1 Introduction

This chapter presents the patterns in achievement of the students in the English language.

4.2 Patterns of achievement at national level

In this section, national level student achievement in the English language would be discussed.

The frequency polygon shown in Fig. 4.1 outlines the total picture of the distribution of marks of grade 04 students in the English language.

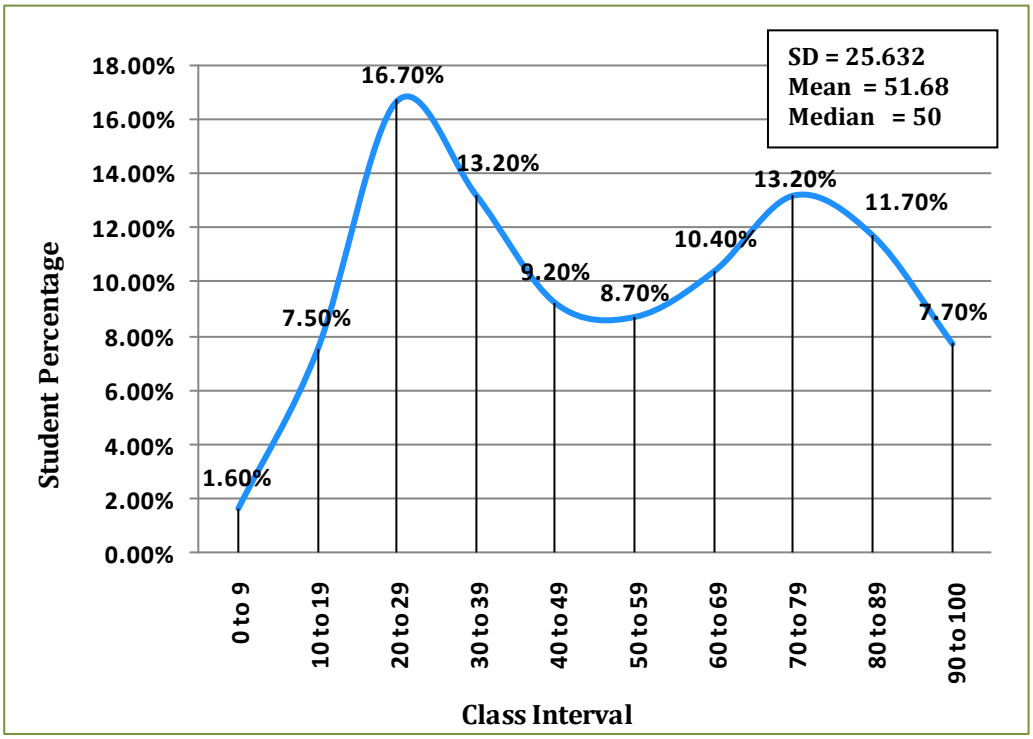


Fig. 4.1: All island achievement in English 2013 – dispersion of marks

Fig. 4.1 depicts a bi model distribution of marks. As can be seen, there is a higher percentage of students with low marks. At the same time those who have scored high marks are also relatively higher. The characteristics of this curve can be further elaborated through the cumulative percentage chart given below.

Table 4.1: All island achievement in English 2013 – cumulative percentages

Class Interval	Student Percentage	Cumulative Percentage
90 to 100	7.70%	100.00%
80 to 89	11.70%	92.20%
70 to 79	**13.20%**	**80.50%**
60 to 69	10.40%	67.30%
50 to 59	8.70%	56.90%
40 to 49	9.20%	48.20%
30 to 39	**13.20%**	**39.00%**
20 to 29	**16.70%**	**25.80%**
10 to 19	7.50%	9.10%
0 to 09	1.60%	1.60%
Total	100.00%	

As can be seen from Table 4.1, the highest percentage of students (16.70) has scored marks between the class interval 20-29. Further, there is 13.20% of students who has scored marks between 30-39. Therefore, there is a cumulative percentage of 39 students who has scored less than the pass mark of 40.

On the other hand, there is 13.20% of students who has scored between 70-79 percent marks.

These two groups of high achievers and the low achievers had resulted in the bi model line curve. The national median is 50. This means that 50% of the students has scored above the mean which is 51.68. The high achievers have contributed positively to increase the national mean value.

However, the Standard Deviation which is **25.632** is quite high**.** The high SD suggests that there is wide variation in student achievement.

The boxplot graph in Fig. 4.2 illustrates student achievement patterns further.

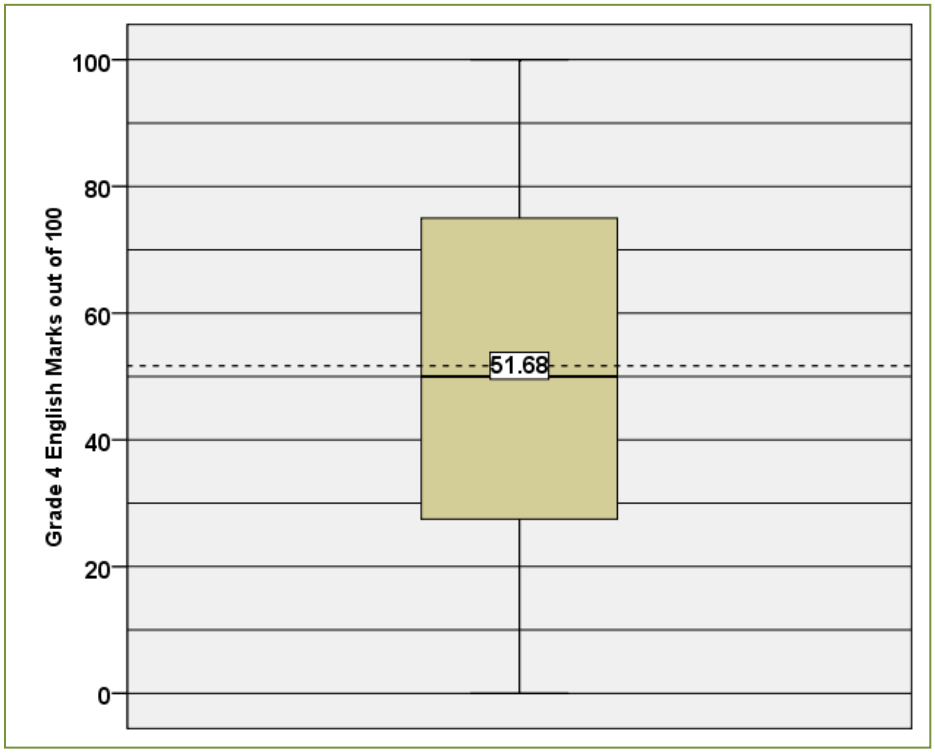


Fig. 4.2: Boxplot chart representing all island English achievement

According to Fig. 4.2, the mean and the median are very close, illustrating that 50% of students has scored above the mean value.

This graph also shows that more than 25% of the students' achievement lies below the 30 marks point. Similarly 25% of students' achievement lies above the 75 mark point. This variation in marks has resulted in the high SD value and indicates the heterogeneity in student achievement.

Summary of national level achievement

- National level mean and median values are 51.68 and 50 respectively.
- Even though the overall achievement in English language is satisfactory, there is wide disparity in achievement resulting in a SD of 25.632.

Provincial wise student achievement will be discussed next.

4.3 Provincial wise student achievement

Table 4.2: Provincial achievement in English 2013 – Summary statistics

Province	Mean	Rank	Standard Deviation	Standard Error of Mean	skewness	Percentile (p25)=Q1	Median (p50)=Q2	Percentile (p75)=Q3
Southern	57.97	1	25.126	0.1180	-0.233	35	62.5	80
Western	57.12	2	25.573	0.0921	-0.205	32	60.0	80
Sabaragamuwa	55.24	3	25.044	0.1410	-0.115	32	57.5	78
North Western	53.30	4	24.950	0.1233	-0.003	30	55.0	75
Central	48.03	5	25.551	0.1220	0.253	25	42.5	72
North Central	46.12	6	23.840	0.1580	0.376	25	42.5	68
Uva	44.24	7	23.657	0.1542	0.412	25	40.0	62
Eastern	44.16	8	24.587	0.1394	0.388	25	37.5	65
Northern	42.11	9	24.798	0.1774	0.61	22	32.5	62
All Island	**51.68**		**25.632**	**0.0442**	**0.068**	**28**	**50.0**	**75**

As Table 4.2 indicates and based on provincial wise mean achievements, Southern province ranks first. Western province is ranked second with only a slightly lower mean value.

Achievement wise the provinces fall into two categories. Southern, Western, Sabaragamuwa and North Western with mean scores above the national mean, fall into the higher category. Central, North Central, Uva, Eastern and Northern provinces which are below the national mean fall into the lower category. However, among the lower category, there is much variation in achievement than in the higher category. There is a six point difference between Central and Northern provinces mean scores. There is even greater variation between the highest scoring Southern and Western and the lowest scoring Northern province, with a difference of 15 points.

However, the significant feature is that in all the provinces the mean score is above 40.

The disparities discussed are further highlighted through the bar chart given in Fig. 4.3.

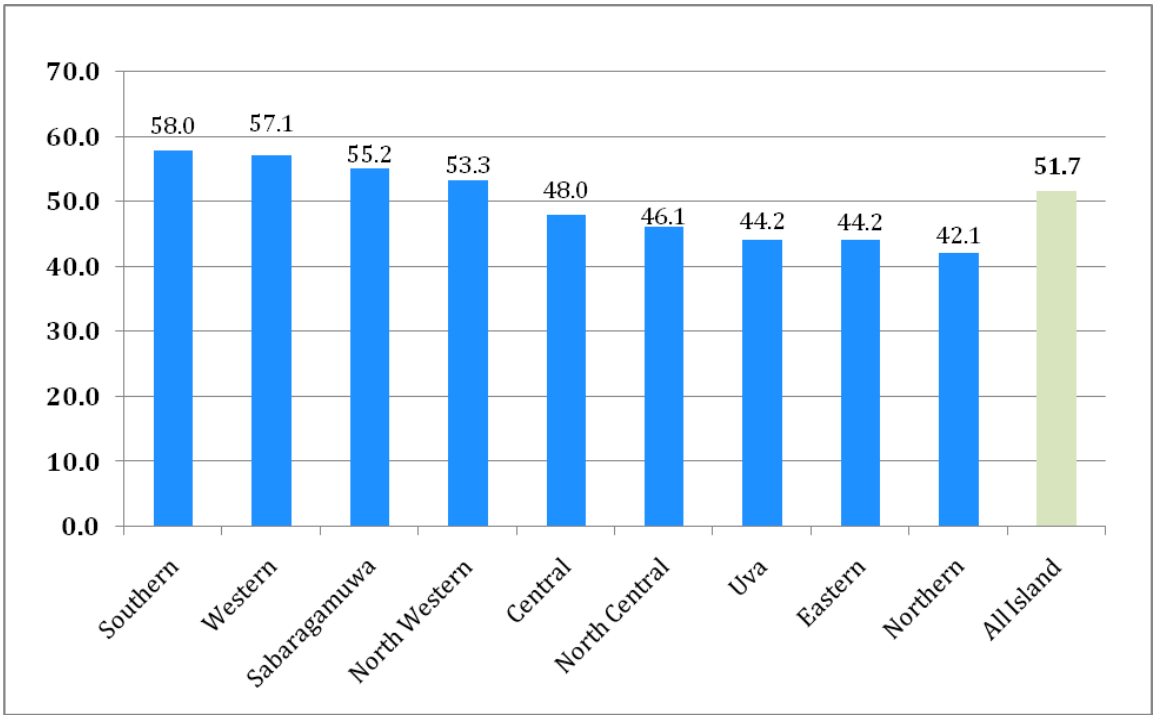


Fig. 4.3: Bar chart to represent mean among the provinces- English language

Disparity in achievement among provinces

Although, there are four provinces that have scored above the all island mean, their median values differ. According to Table 4.2, in the Southern province 50% of the students has scored 62.5 or above marks. However, in the other three provinces 50% of the students has scored 60, 57.5 and 55 marks respectively. In the lower category while the Central and North Central provinces the median is 42.5 in the Northern province it is 32.5. Therefore, it could be concluded that there is disparity in achievement among provinces, especially between the high scoring provinces like Southern and Western and the low performing provinces.

According to Table 4.2, all the standard deviation values are very high. SD value of the Western province is the highest among the provinces. However, the all island SD is even higher. Uva province has obtained the lowest SD value among the provinces, but there is not a considerable difference between the highest (25.573) and the lowest (23.657). The high SD values indicate that there is greater deviation of student achievement from the mean in all provinces. Therefore, it could be concluded that heterogeneity in student achievement is high, island wide.

In four provinces, the skewness values are negative but in the other provinces they are positive. All Island skewness value is also positive. The provinces which show negative skewness indicate that there are more high achievers. On the other hand, the provinces that show positive skewness indicate that there are more low achievers.

These differences are further illustrated through the boxplot (Fig. 4.4)

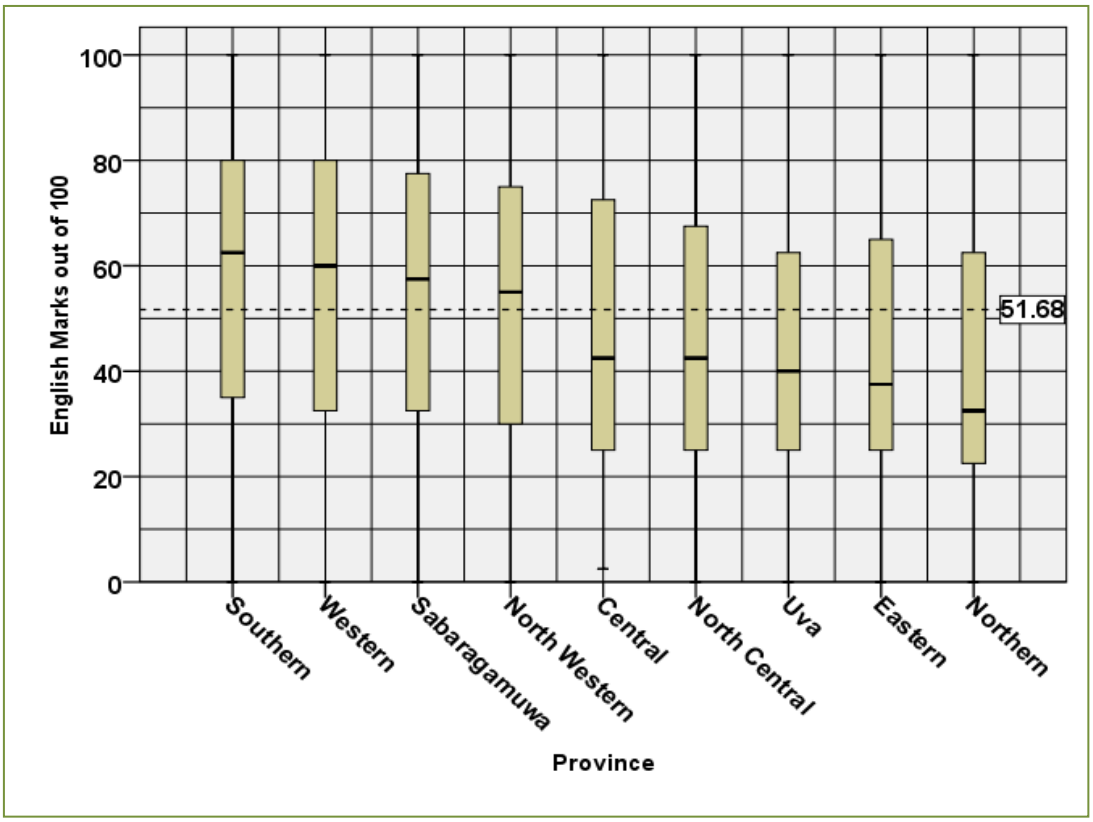


Fig.4.4: Boxplot chart representing provincial English language achievement

As Fig, 4.4 and Table 4.2 illustrate, there is high variation in achievement among and within provinces. In the Southern province 50% of students achievement lies between 35 to 80 marks point. On the other hand, in the Northern province 50% of students' achievement lie between 22 to 62 marks point.

All the provinces have shown very low performance at the 25th percentile. Not a single province had been able to score 40 as the marks point. Even the Southern province which has the highest mean value could obtain only 35 marks at the 25th percentile. Northern province 25th percentile is very low. Central, North Central, Uva and Eastern

have obtained similar values for the 25th percentile. All island 25th percentile value is also low.

Seven provinces have obtained as 40 or above as median. Two provinces have obtained the median as 37.5 and 32.5. This means that 50 percent of students have scored 37.5 or less in Eastern province and 32.5 or less in the Northern province.

At the 75th percentile, Southern and Western provinces have shown higher value than other provinces. Sabaragamuwa, North Western and Central provinces have also achieved high values at the 75th percentile.

These disparities are further highlighted in Table 4.3

Table 4.3: Percentage of students scoring 50 or above, and below 50

Province	Above or equal to 50	Below 50
Southern	64.30%	35.70%
Western	63.00%	37.00%
Sabaragamuwa	61.70%	38.30%
North Western	57.90%	42.10%
Central	47.60%	52.40%
North Central	44.50%	55.50%
Eastern	44.00%	56.00%
Uva	43.50%	56.50%
Northern	39.10%	60.90%
All Island	**47.20%**	**52.80%**

In the Southern province while 64.30% of students score above or equal to 50, in the Northern province only 39.10% are scoring 50 or above.

Therefore, it could be concluded that there is variation among as well as within the provinces with respect to achievement in English.

Summary

- In terms of achievement the provinces fall into two categories.
  Category 1 – Southern, Western, Sabaragamuwa and North Western with mean scores above the national mean (51.68).
  Category 2 – Central, North Central, Uva, Eastern and Northern provinces which are below the national mean.
- There is variation among as well as within the provinces with respect to achievement in English.
- However, all provinces have obtained mean values above 40.

4.4 Achievement levels by type of school

Table 4.4: English marks achievement according to the school type

School Type	Mean	Standard Deviation	Standard Error of Mean	Skewness	Percentile (p25)	Median (p50)	Percentile (p75)
1AB	56.42	25.521	0.132	-0.145	32.50	60.00	80.00
1C	52.80	25.684	0.092	-0.005	27.50	52.50	75.00
Type 2	50.93	25.354	0.072	0.104	27.50	50.00	72.50
Type 3	49.93	25.723	0.082	0.162	27.50	47.50	72.50
All Island	**51.68**	**25.632**	**0.044**	**0.068**	**27.50**	**50.00**	**75.00**

As Table 4.4 indicates, mean values of 1AB and 1C schools are above the all island mean while the mean values of other two school types are below the all island mean.

The difference in mean scores is graphically shown in Fig. 4.5.

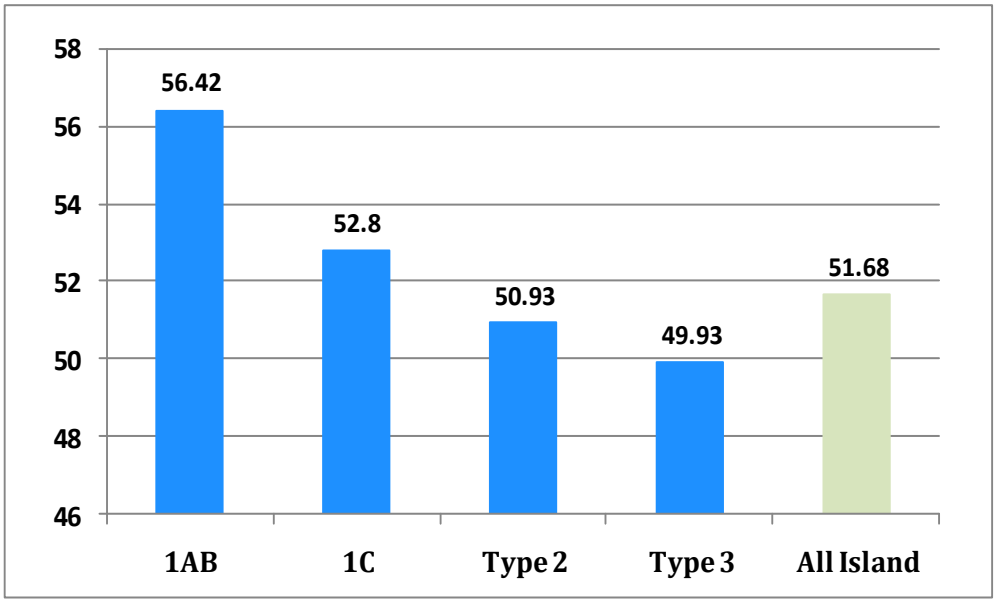


Fig. 4.5: Bar chart representing the mean among the school types- English

The gap between the school types is further highlighted when the median scores are considered. The median value of 1AB schools is considerably higher than that of the other three school types. This reveals that 50% of student achievement is above or equal to 60 marks in 1AB schools. On the other hand, in Type 3 schools 50% of students' marks are above or equal to 47.50.

Variation among student achievement

There is considerable variation in student achievement in all school types. As shown in Table 4.4, the standard deviations of all four school types are very high. As a result, the all island SD is also very high.

The variation in student achievement is also illustrated in Fig. 4.6.

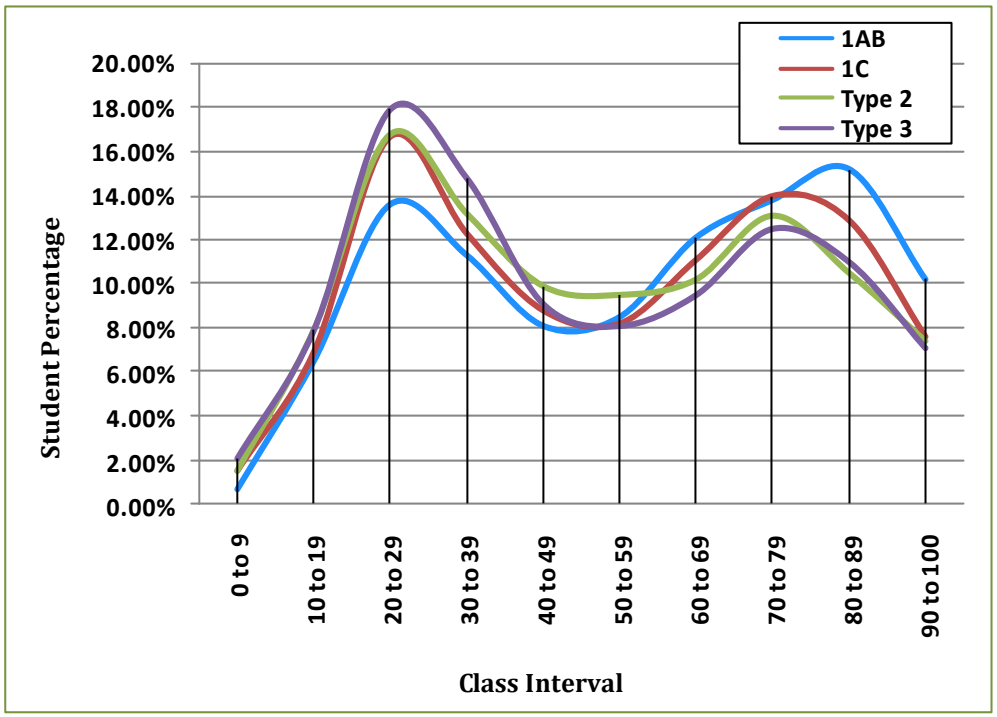


Fig. 4.6: Dispersion of marks by school type – English language

Disparity in marks

The bi model nature of the above curves indicates that there are groups of high achievers as well as low achievers. However, the 1AB and 1C Type of school curves are negatively skewed, Although, they indicate two high peaks, the peak that corresponds to high achievers is greater than the peak representing low achievers. On the other hand, in the case of Type 2 and Type 3 schools the peak representing low achievers is greater than the peak representing high achievers. Hence they are positively skewed. The performance of these two types of schools has negatively affected the all island performance and the all island curve is also positively skewed.

The skeweness of the curves can be further explained through the cumulative percentages indicated in Table 4.5.

Table 4.5: Cumulative student percentages according to the school type- English

Class Interval	1AB Student (%)	Cumulative (%)	1C Student (%)	Cumulative (%)	Type 2 Student (%)	Cumulative (%)	Type 3 Student (%)	Cumulative (%)
90 to 100	10.20	100.00	7.60	100.00	7.40	100.00	7.10	100.00
80 to 89	15.20	89.80	12.90	92.40	10.50	92.60	11.00	92.90
70 to 79	13.80	74.60	14.00	79.50	13.10	82.10	12.50	81.90
60 to 69	12.10	60.80	11.10	65.50	10.20	69.00	9.50	69.40
50 to 59	8.50	48.70	8.20	54.40	9.50	58.80	8.10	59.90
40 to 49	8.10	40.20	8.80	46.20	9.90	49.30	9.10	51.80
30 to 39	11.30	32.10	12.30	37.40	13.20	39.40	14.80	42.70
20 to 29	13.60	20.80	16.70	25.10	16.80	26.20	17.90	27.90
10 to 19	6.50	7.20	6.90	8.40	7.90	9.40	7.90	10.00
0 to 9	0.70	0.70	1.50	1.50	1.50	1.50	2.10	2.10
Total	100.00	100.00	100.00		100.00		100.00	

Fig. 4.6 displays that in all schools the lower end of the curves peaked at the 20-29 class interval. However, Table 4.5, indicates that the percentage scores that fall within this class interval varies among the school types. In 1AB schools only 13.60% of students' scores fall within this class interval. On the other hand, in 1C schools, 16.70%, in Type 2 schools 16.80% and in Type 3 schools 17.90% of the students' scores fall within this class interval. In addition, in 1AB schools 15.20% of students' scores also fall within the 80-89 class interval. However, in the other three school types, the percentages corresponding to this class interval is less. Yet, in all three school types, there are more than 10% of students' scores falling into this class interval. This shows the diversity in achievement within the school types. Further, in all school types more than 30% of cumulative percentage of students' scores are below 40. However, the highest percentage (42.70) of those who have scored less than 40 is in Type 3 schools.

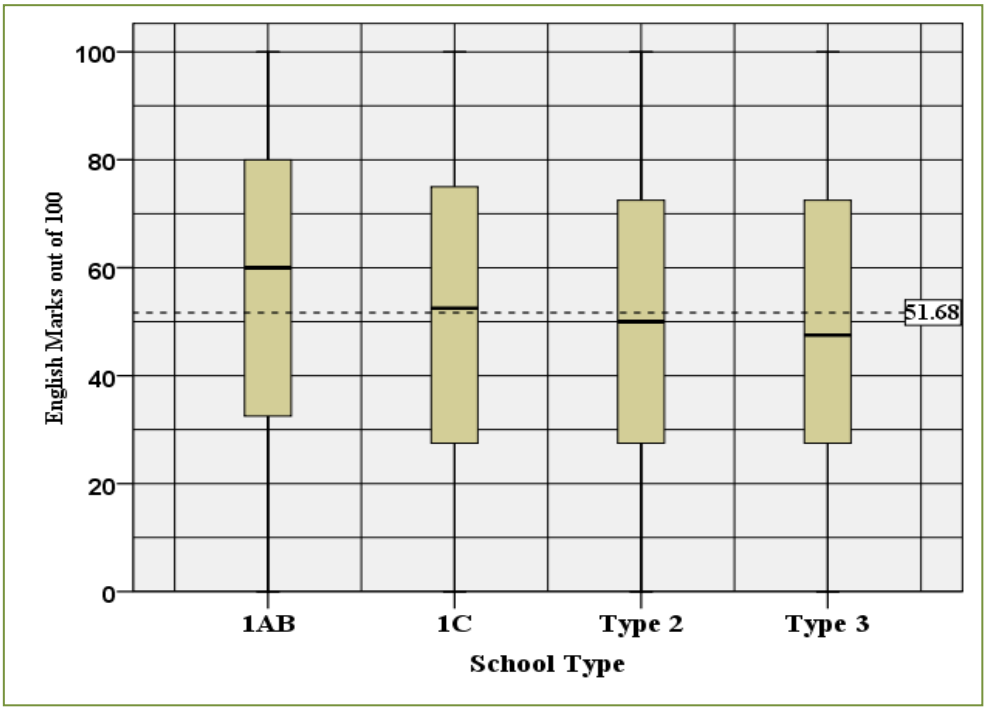


Fig. 4.7: English marks according to the school types using boxplot and whisker plot

Boxplot chart graphically shows students performance in the four school types. The students' achievement in the 1AB schools spreads more towards the higher values. On the other hand, in 1C and Type 2 schools the marks are more evenly spread.

Summary

- Performance of 1AB and 1C schools (56.42 and 52.80) is above the national mean. The performance of Type 2 and Type 3 schools' is low.
- However, there is variation in achievement in school types with both high performers and low performers.

4.5 Achievement levels by gender

Table 4.6: English marks achievement according to the gender

Student Gender	Mean	Standard Deviation	Standard Error of Mean	Skewness	Percentile (p25)	Median (p50)	Percentile (p75)
Female	55.67	25.321	.063	-0.120	32.50	57.50	77.50
Male	47.97	25.361	.061	0.247	25.00	42.50	70.00
All Island	**51.68**	**25.632**	**.044**	**0.068**	**27.50**	**50.00**	**75.00**

Female students' English mean (55.67) is relatively higher than the male students' English mean (47.97) achievement. All island student mean is also above the mean value of male students. English achievement of female students has contributed greatly for the all island mean to rise.

These differences could also be seen in Fig. 4.8

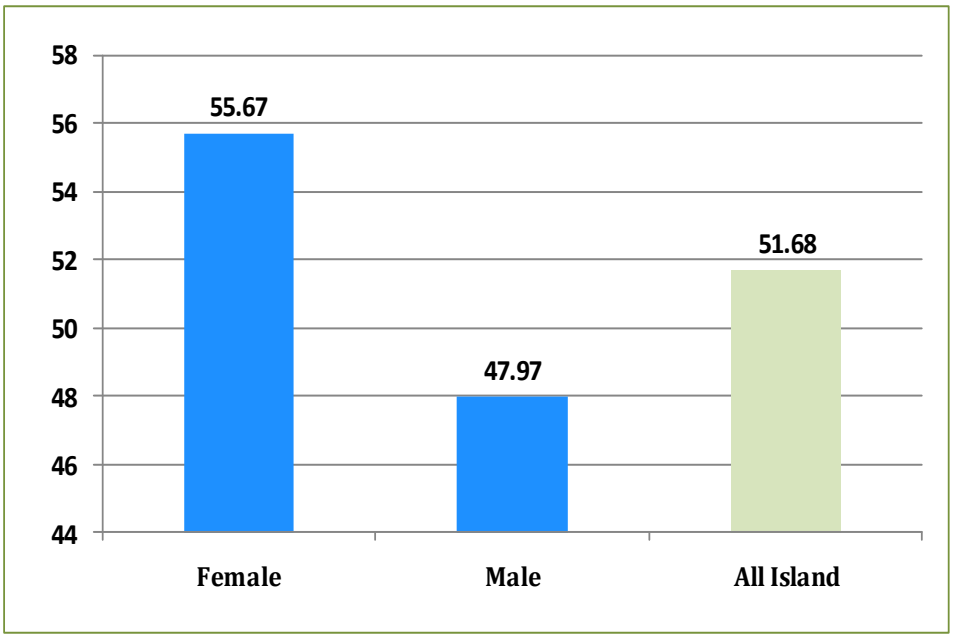


Fig. 4.8: Bar chart representing mean values according to gender - English

Performance of male students is below that of the female students as well as the all island mean.

Fig. 4.9 explains further this low performance of the male students.

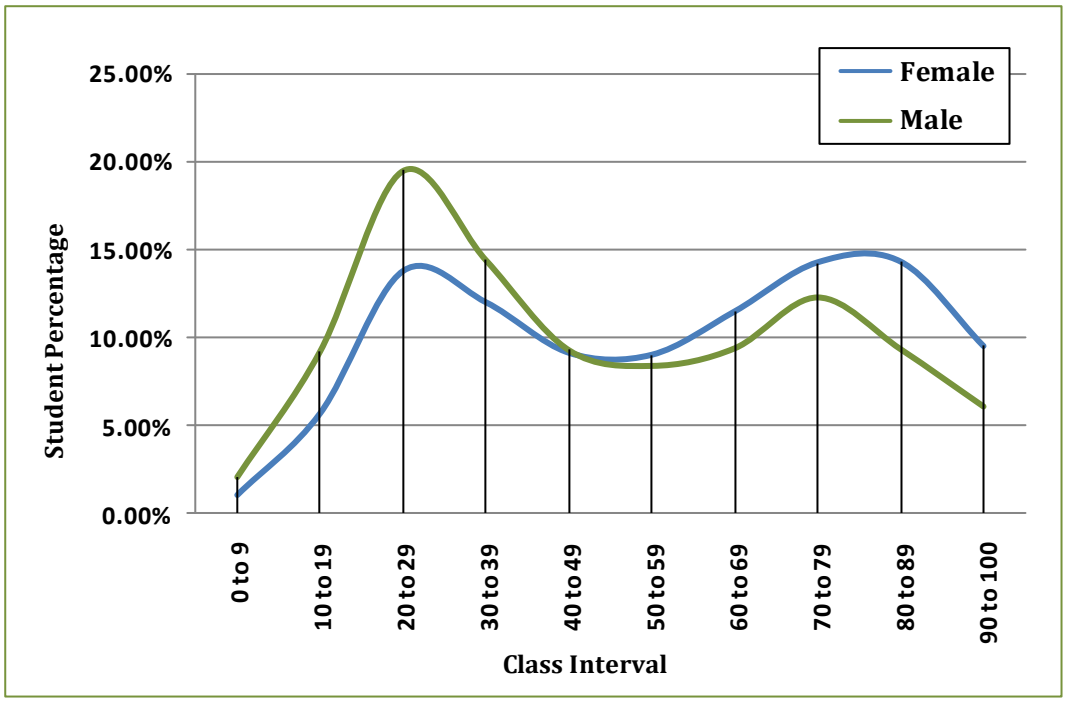


Fig. 4.9: Dispersion of marks by gender – English

Fig. 4.9 displays two curves which are bi model. However, as Table 4.6 indicates while the female curve is negatively skewed the male curve is positively skewed.

This indicates that the percentage of high achievers is greater among the females, while the percentage of low achievers is greater among the males.

This pattern is further illustrated through the cumulative percentage Table 4.7.

Table 4.7: Cumulative student percentages according to the gender - English

Class Interval	Female (%)	Cumulative Percentage	Male (%)	Cumulative Percentage
90 to 100	9.49%	100%	6.09%	100%
80 to 89	14.26%	90.51%	9.35%	93.92%
70 to 79	14.22%	76.25%	12.29%	84.57%
60 to 69	11.45%	62.03%	9.40%	72.28%
50 to 59	9.00%	50.58%	8.40%	62.88%
40 to 49	9.11%	41.58%	9.29%	54.48%
30 to 39	11.96%	32.47%	14.40%	45.19%
20 to 29	13.73%	20.51%	19.48%	30.79%
10 to 19	5.70%	6.78%	9.23%	11.31%
0 to 9	1.08%	1.08%	2.08%	2.08%

According to Table 4.7 and Fig. 4.9 it could be concluded that among both females and males, there is a group of low performing students. However, the percentage of low performers among the males is higher than the females. The female student percentage that falls within the first class interval (0-9) is 1.08. On the other hand, the male student percentage is 2.08. There is also 32.47 cumulative percentage of females and 45.19% of males who have scored below 40 marks The above analysis indicates that among both males and females, there is a larger percentage of low achievers. However, the number of high achievers among females is higher than the males. The highest percentage of students among females belongs to the class interval 60-69 (11.45%). In addition, there are also 14.26% and 14.22% belonging to the class intervals 80-89 and 70-79 respectively. On the other hand, among the males, the highest percentage (19.48%) belongs to the class interval 20-29 and 30-39 (14.40%). Therefore, it could be concluded that while the female performance is better than that of the males, there is also greater heterogeneity among girls.

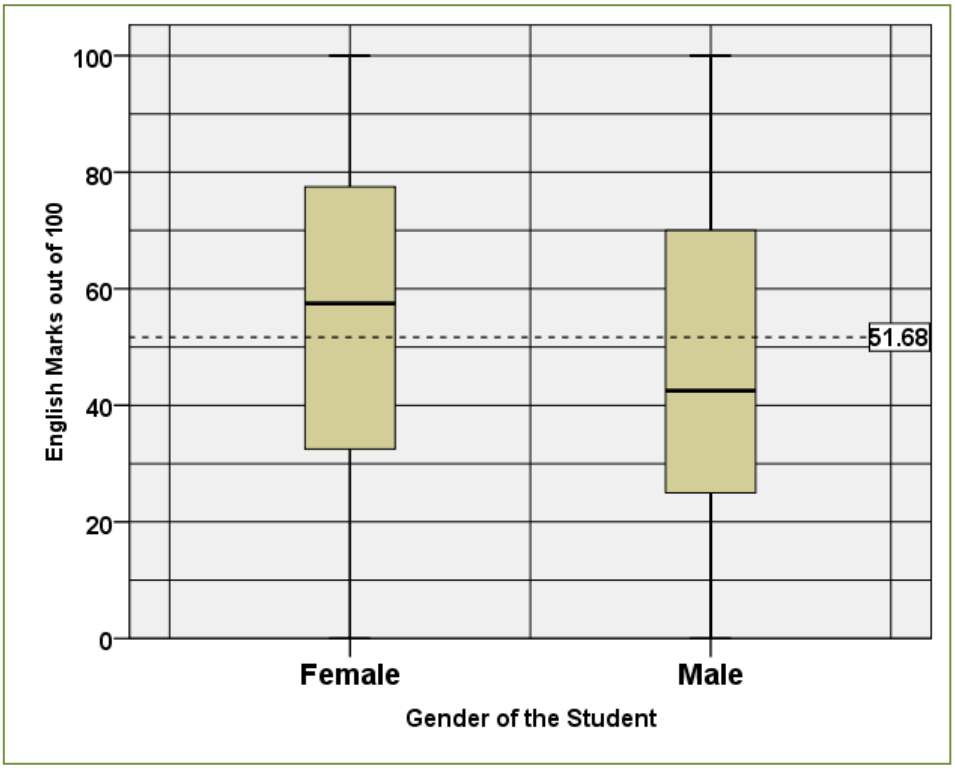


Fig. 4.10: Boxplot and whisker plot representing gender wise English marks

Boxplot for gender wise English achievement graphically shows similarities that have been already discussed. In the female boxplot, the first quartile (Q1) starts a little ahead

of the male students' first quartile (Q1) and it spreads higher than the male students' marks range. Male students median also lie below the female students' median. The box plot graphically illustrates the achievement differences among the two groups, male and female.

Summary

- Female performance is higher than all island and male performance.
- Among both males and females, there is a larger percentage of low achievers. On the other hand, the number of high achievers among females is higher than the males.

4.6 Achievement levels by medium of instruction

Table 4.8: Achievement level by medium of instruction – English language

Medium of the Student	Mean	Standard Deviation	Standard Error of Mean	Skewness	Percentile (p25)	Median (p50)	Percentile (p75)
Sinhala	54.63	25.257	0.050	-0.068	30.000	57.500	77.500
Tamil	42.44	24.586	0.086	0.534	22.500	35.000	62.500
All Island	**51.68**	**25.632**	**0.044**	**0.068**	**27.500**	**50.000**	**75.000**

There is disparity between the students belonging to the different medium of instruction. While the mean achievement of Sinhala medium students is above the all island mean value, the mean achievement of Tamil medium students is very much below the national mean.

The diversity in achievement scores among the students taught using the different media of instruction, is further highlighted through the frequency distribution graphs.

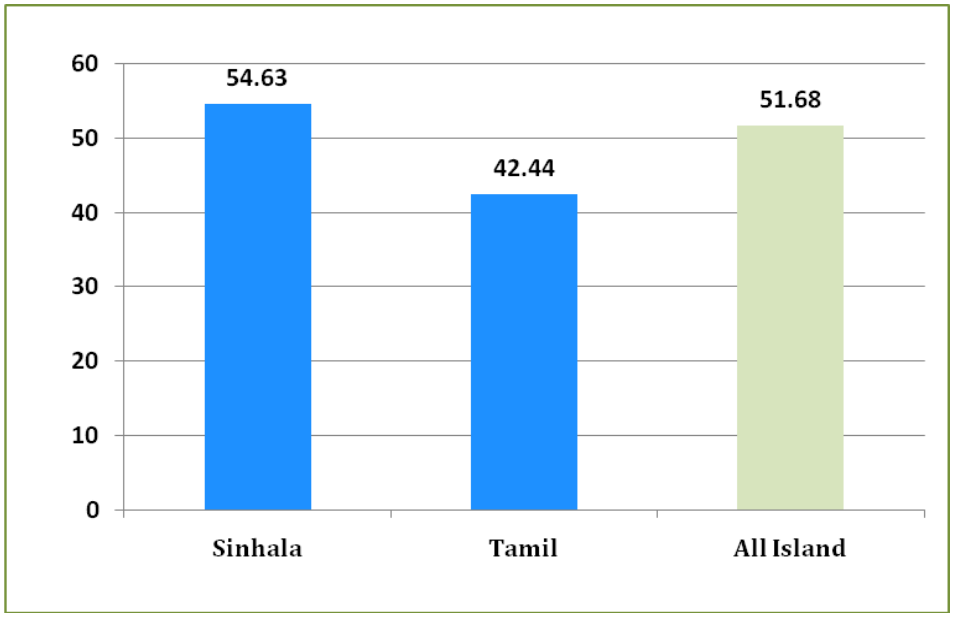


Fig. 4.11: Bar chart representing mean values according to medium of instruction – English language

Performance of Sinhala medium students is above the all island performance with respect to the median value. While 50% of Sinhala medium students have scored equal or above 58%, equal percentage of Tamil medium students has scored only 35% or above.

Disparity in achievement medium wise

The disparity discussed using the mean and the median is also visible through the frequency distribution graph.

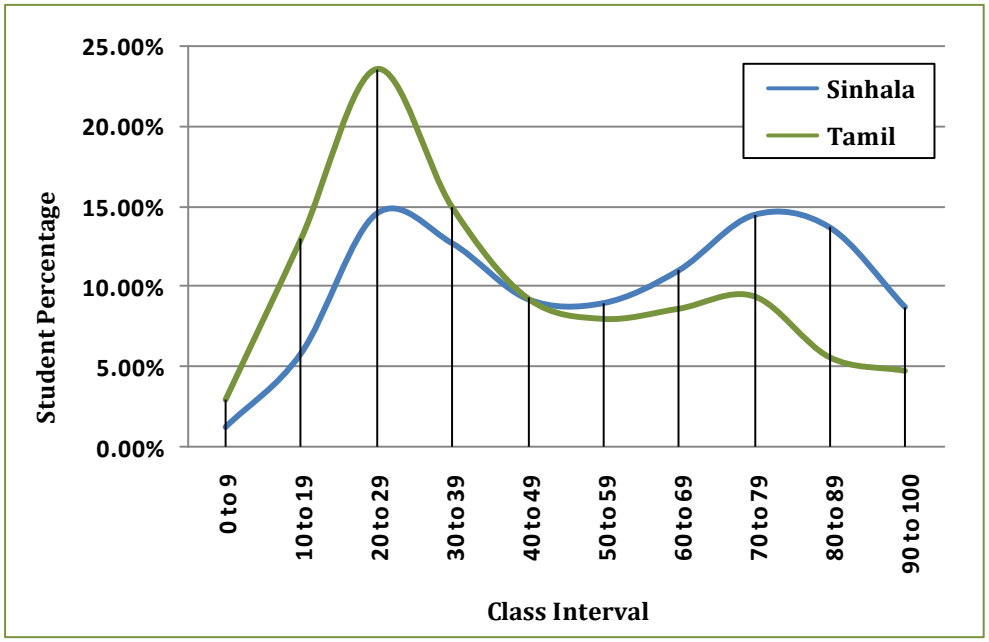


Fig 4.12 Dispersion of marks by medium of instruction – English

The above curves display the disparity in achievement that exists between the Tamil and Sinhala medium students. While the curve of Sinhala medium students is negatively skewed, the Tamil medium students' curve is positively skewed. In the Tamil medium curve the peak is towards low marks denoting that majority of the students have scored low marks. On the other hand, in the Sinhala medium curve two peaks can be observed. This means that while there are large number of students with low marks there are even a greater number of high achievers among Sinhala medium students.

This pattern is further illustrated through the cumulative percentage Table. 4.9.

Table 4.9: Medium wise cumulative percentage table – English language

Class Interval	Sinhala	Cumulative Percent	Tamil	Cumulative Percent
90 to 100	8.68%	100%	4.74%	100%
80 to 89	13.67%	91.32%	5.59%	95.26%
70 to 79	**14.44%**	**77.65%**	**9.39%**	**89.67%**
60 to 69	10.96%	63.21%	8.61%	80.28%
50 to 59	8.92%	52.25%	7.98%	71.67%
40 to 49	9.18%	43.33%	9.27%	63.69%
30 to 39	12.67%	34.15%	14.95%	54.42%
20 to 29	**14.52%**	**21.48%**	**23.55%**	**39.47%**
10 to 19	5.79%	6.96%	12.97%	15.92%
0 to 9	1.17%	1.17%	2.95%	2.95%

The highest percentage of students' marks (14.52%) in the Sinhala medium corresponds to the class interval 20-29. On the other hand, when Tamil medium students' marks for the same class interval are considered, 23.55% falls into this class interval. On the other hand, 14.44% of Sinhala medium students' marks also correspond to the class interval 70-79. However, only 9.39% Tamil medium students' marks correspond to this class interval. This distribution of marks indicates that Sinhala medium students' performance is better than that of the Tamil medium students'. At the same time, there is greater variation in achievement among the Sinhala medium students.

Variation among students

Lower standard deviation reveals lower disparity among student achievement. According to Table 4.8, Sinhala, Tamil and all island standard deviations are very high. In fact they are more than half of the mean value of the respective category. All island standard deviation is very high. Such a high value could be expected due to the high disparity among students of both mediums.

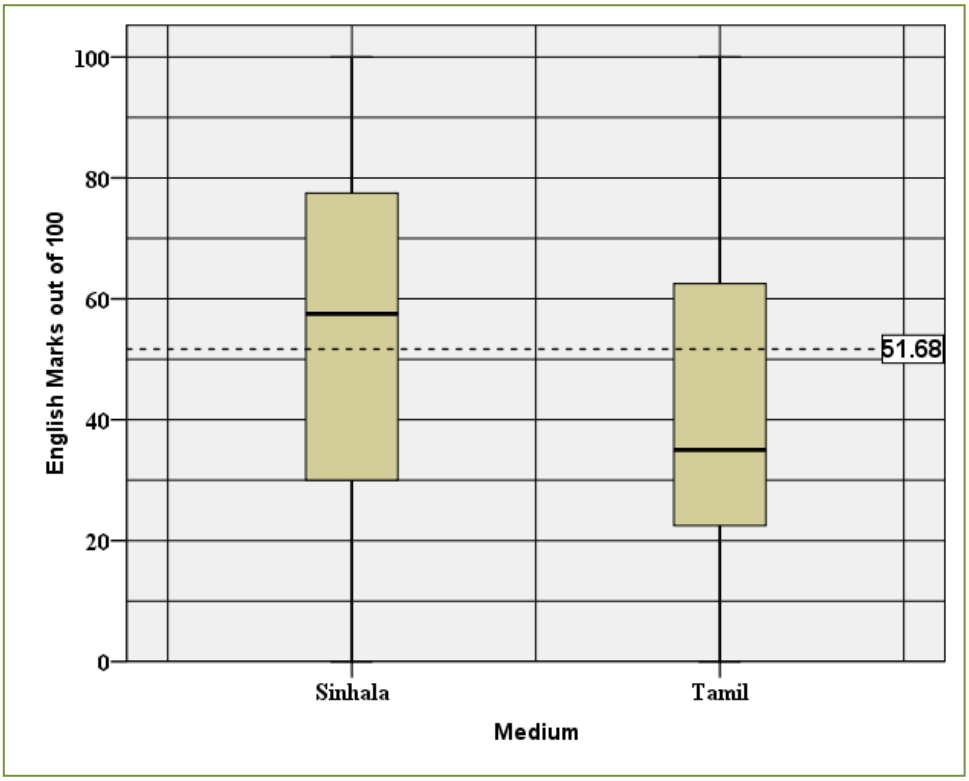


Fig. 4.13: Boxplot for medium wise achievement – English language

Boxplot for medium wise achievement graphically shows the differences that have been discussed already.

The spread of the boxplot for Sinhala medium students illustrates the heterogeneity of achievement discussed above. Further, Sinhala medium students have outperformed the Tamil medium students at 25th, 50th and 75th percentile.

Summary

- There is disparity among students belonging to different medium of instruction as well as within the same.
- Mean achievement of the Sinhala medium students (54.63) is higher than the national mean value.
- Mean achievement of the Tamil medium students (42.44) is very much below the national mean and approximately eight points below that of the Sinhala medium students.

Achievement levels by location would be discussed next.

4.7 Achievement levels by location

Table 4.10: English marks achievement according to the location

Location	Mean	Std. Deviation	Std. Error of Mean	Skewness	Percentile 25	Median	Percentile 75
Municipal Council	58.65	25.239	0.117	-0.258	35.00	62.50	80.00
Urban Council	60.02	25.458	0.141	-0.351	37.50	65.00	82.50
Pradeshiyasaba	49.38	25.277	0.050	0.175	27.50	47.50	72.50
All Island	**51.68**	**25.632**	**0.044**	**0.068**	**27.50**	**50.00**	**75.00**

As Table 4.10 indicates, there is variation in achievement among the schools in the different localities. The urban council area schools have performed better than the municipal council area schools. On the other hand, the lowest performance is recorded in the pradeshiyasaba area schools. They have performed below the national mean while the other two types of schools have performed above the national mean.

The difference in mean values is graphically shown in Fig. 4.14

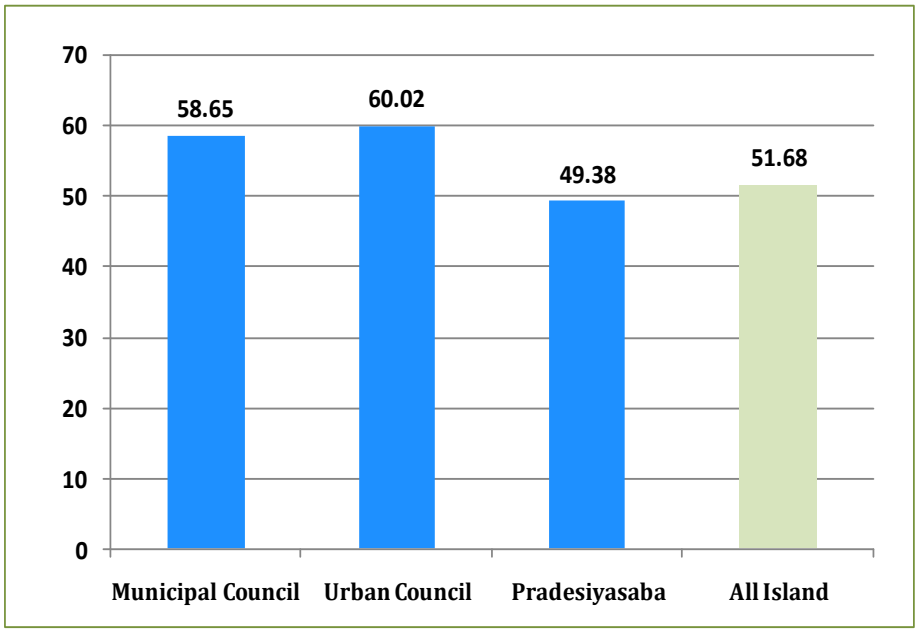


Fig. 4.14: Bar chart representing mean values according to location – English

As Fig. 4.14 indicates the mean values in the municipal areas schools are lower than urban council areas. However, these differences are minimal. On the other hand, when the median values given in Table 4.10 are considered, there is a greater difference (62.5 and 65.00)

Even though there is disparity in achievement, the deviation of the marks from the mean according to Table 4.10 appears to be quite close to each other.

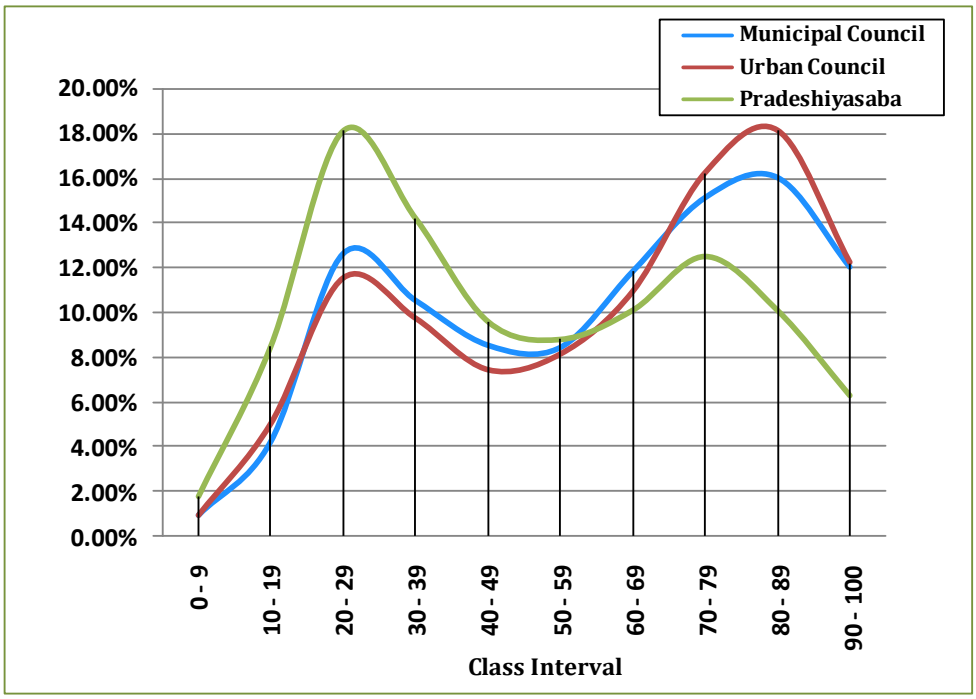


Fig. 4.15: Dispersion of marks by location – English

Fig. 4.15 displays two curves which are bi model. However, while the municipal council area schools and urban area schools curves are negatively skewed the pradeshiyasaba schools' curve is positively skewed.

This indicates that the percentage of high achievers is greater among the municipal council and urban council area schools, while the percentage of low achievers is greater among pradeshiyasaba schools.

This pattern is further illustrated through the cumulative percentage Table 4.11.

Table 4.11: Cumulative student percentages according to the location - English

Class Interval	Municipal Council		Urban Council		Pradeshiyasaba	
	%	Cumulative %	%	Cumulative %	%	Cumulative %
90 - 100	12.00%	100.00%	12.20%	100.00%	6.30%	100.00%
80 - 89	16.00%	88.00%	18.10%	87.80%	10.10%	93.70%
70 - 79	15.10%	72.00%	16.20%	69.70%	12.50%	83.60%
60 - 69	11.80%	56.90%	10.90%	53.50%	10.10%	71.10%
50 - 59	8.40%	45.10%	8.10%	42.60%	8.80%	61.00%
40 - 49	8.50%	36.70%	7.40%	34.50%	9.60%	52.20%
30 - 39	10.50%	28.20%	9.70%	27.10%	14.20%	42.60%
20 - 29	12.60%	17.70%	11.50%	17.40%	18.10%	28.40%
10-19	4.20%	5.10%	5.00%	5.90%	8.50%	10.30%
0 - 9	0.90%	0.90%	0.90%	0.90%	1.80%	1.80%
Total	100.00%		100.00%		100.00%	

According to Table 4.11, the highest percentage of students falls between 80-89 class interval in both urban and municipal area schools. However, the percentage is higher in the former accounting for the high mean value. On the other hand, in the pradeshiyasaba schools, the percentage is the highest in the 20-29 class interval.

Boxplot for location wise achievement graphically shows the differences that have been discussed already.

The spread of the boxplot for urban and municipal areas are almost similar. On the other hand the boxplot for the pradeshiyasaba is different, while the median of the

pradeshiyasaba is closer to the all island mean, in the other two areas the median is above the all island mean.

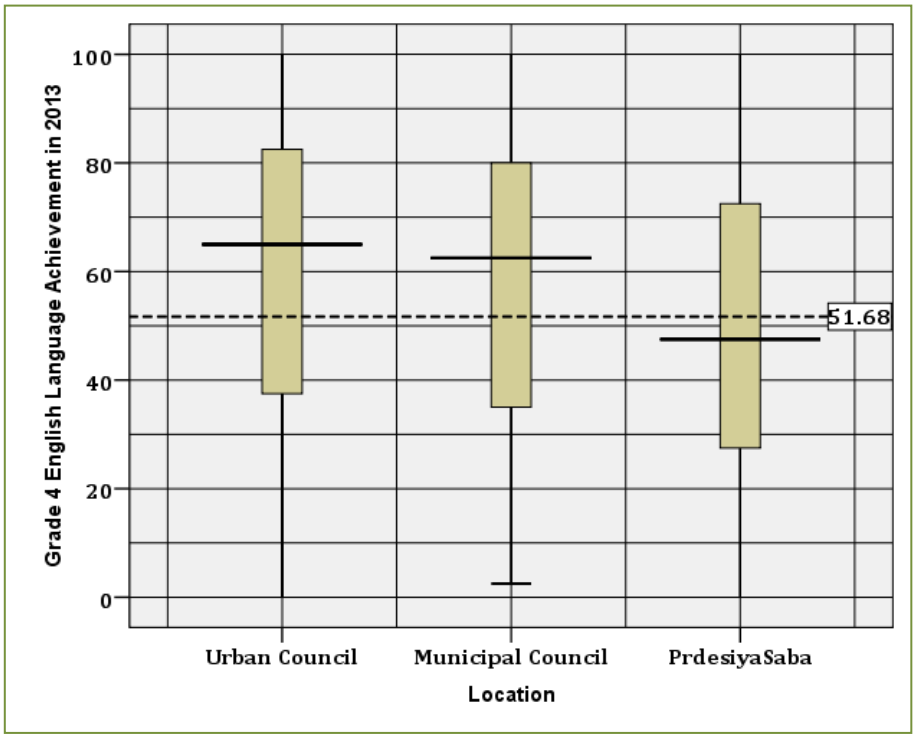


Fig. 4.16: Boxplot for location – English language

The Table 4.12 indicates the summary statistics considering the locality as urban and rural. In this analysis both urban council and municipal council schools have been considered as urban and pradeshiyasaba schools as rural.

Table 4.12: English language achievement according to urban/rural demarcation

Location	Mean	Std. Deviation	Std. Error of Mean	Skewness	Percentile 25	Median	Percentile 75
Urban	59.21	25.338	0.090	-0.296	35.00	65.00	80.00
Rural	49.38	25.277	0.050	0.175	27.50	47.50	72.50
All Island	51.68	25.632	0.044	0.068	27.50	50.00	75.00

According to Table 4.12 there is nearly 10 point difference in the performance of students in the English language according to whether the schools are in rural or urban area. However, there is not much difference in the SD values. Therefore, it could be

claimed that mark deviation from the mean is similar in both urban and rural students. Hence, student achievement is heterogeneous in both rural and urban area schools.

The difference in the mean performance is further illustrated in Fig. 4.17

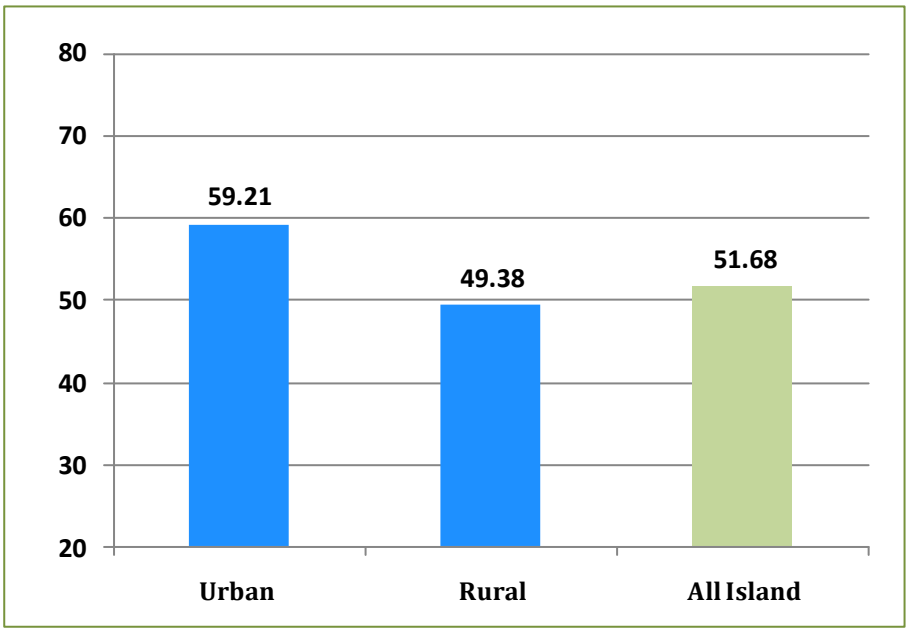


Fig. 4.17: Bar chart representing mean values according to location (Urban/Rural) - English

Summary

- In terms of location the performance in the pradeshiyasaba schools is below those of urban and municipal area schools.
- Urban council schools have performed better than the municipal area schools.
- Schools in urban areas have performed better than the schools in rural areas.
- However, there is disparity in achievement in both rural and urban areas as the SD of both types are quite similar.

4.8 Analysis of achievement by sub skills

In constructing the achievement tests, the test items were designed in relation to the sub skills of language as given in Table 2.5 in chapter 2. The performance of students according to the different sub skills is presented in Fig. 4.18.

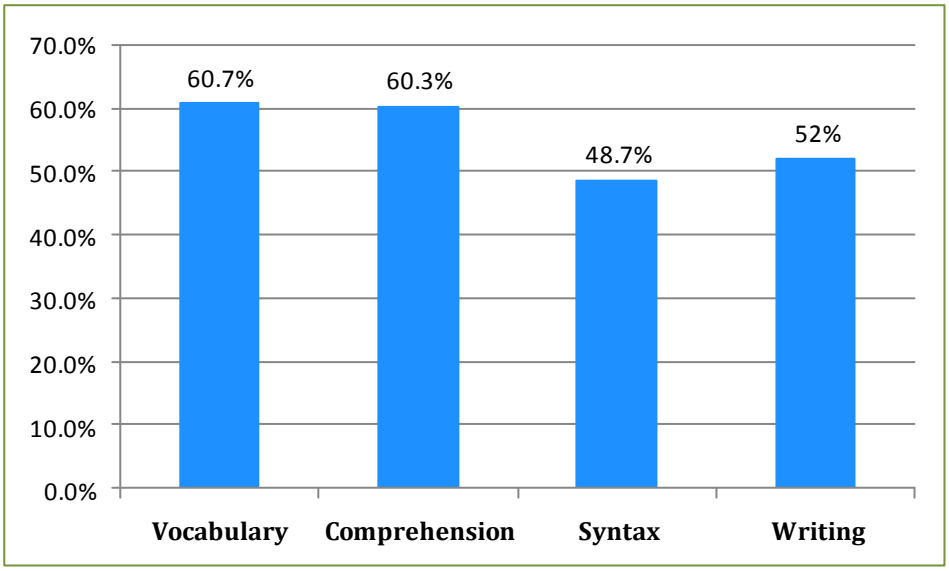


Fig. 4.18: Achievement in sub skills in English language

As the above figure indicates students' achievement in vocabulary and reading comprehension appears to be satisfactory. However, the sub skills of syntax and writing are weak.

Table 4.13: Reponses to questions pertaining to syntax

Question No.	Right/wrong	Total	%
Q21	0	7679	54.1%
	1	6468	45.9%
Q22	0	5501	39.3%
	1	8646	60.7%
Q23	0	4659	33.3%
	1	9488	66.7%
Q24	0	7147	50.5%
	1	7000	49.5%
Q25	0	7006	49.4%
	1	7141	50.6%
Q26	0	6632	47.7%
	1	7515	52.3%
Q27	0	7414	53.6%
	1	6733	46.4%
Q28	0	8231	58.7%
	1	5916	41.3%
Q29	0	l7499	53.8%
	1	6648	46.2%
Q30	0	10186	72.6%
	1	3961	27.4%

1=Right 0 = wrong

As Table 2.5 in chapter 2, indicated Q. 21-30 in the question paper relate to the questions on syntax. Table 4.13 Indicates percentage of students who have answered these questions correctly. For most items, the percentage of correct responses is less than 50%. Only 27.4% has answered question number 30 correctly. This low performance in syntax appears to affect students' writing skill.

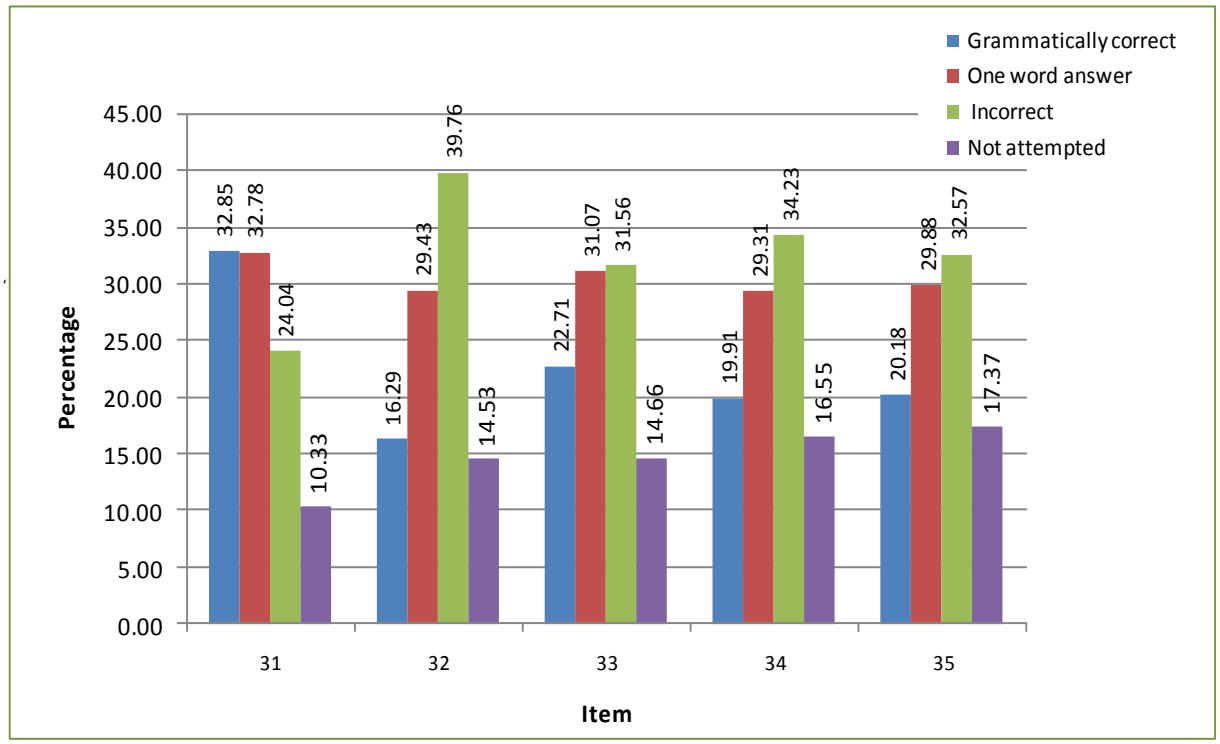


Fig. 4.19: Achievement in sub skills in English language – Writing

In this task, the students had to write five sentences using the given clues. As the Fig. 4.19 indicates the percentage of students who have written grammatically correct sentences is less than 25% except in the first sentence.

In the first sentence, the students had to write his/her name. This was the only Essential Learning Competency related to writing in English. As Fig. 4.19 indicated, 32.85% of students have been able to write their name in a grammatically correct sentence. On the other hand, 32.78% of students have been able to write their names correctly. However, there are also 10.33% of students who have not even attempted to write their names.

Facility index values for the English language paper

The English language paper consisted of 35 questions. Of these 30 were multiple choice and the last five were open ended.

Fig. 4.19 displays the facility values for questions 1-30.
According to this figure facility index ranges from 0.2800 to 0.8065.

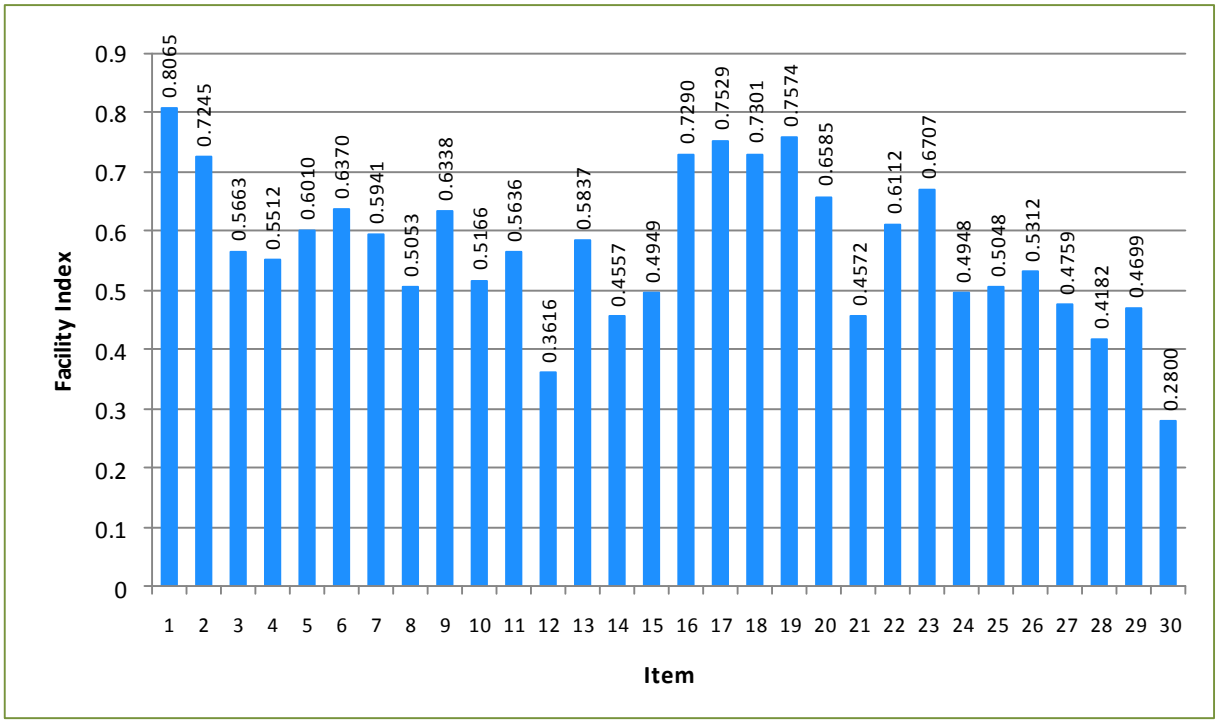
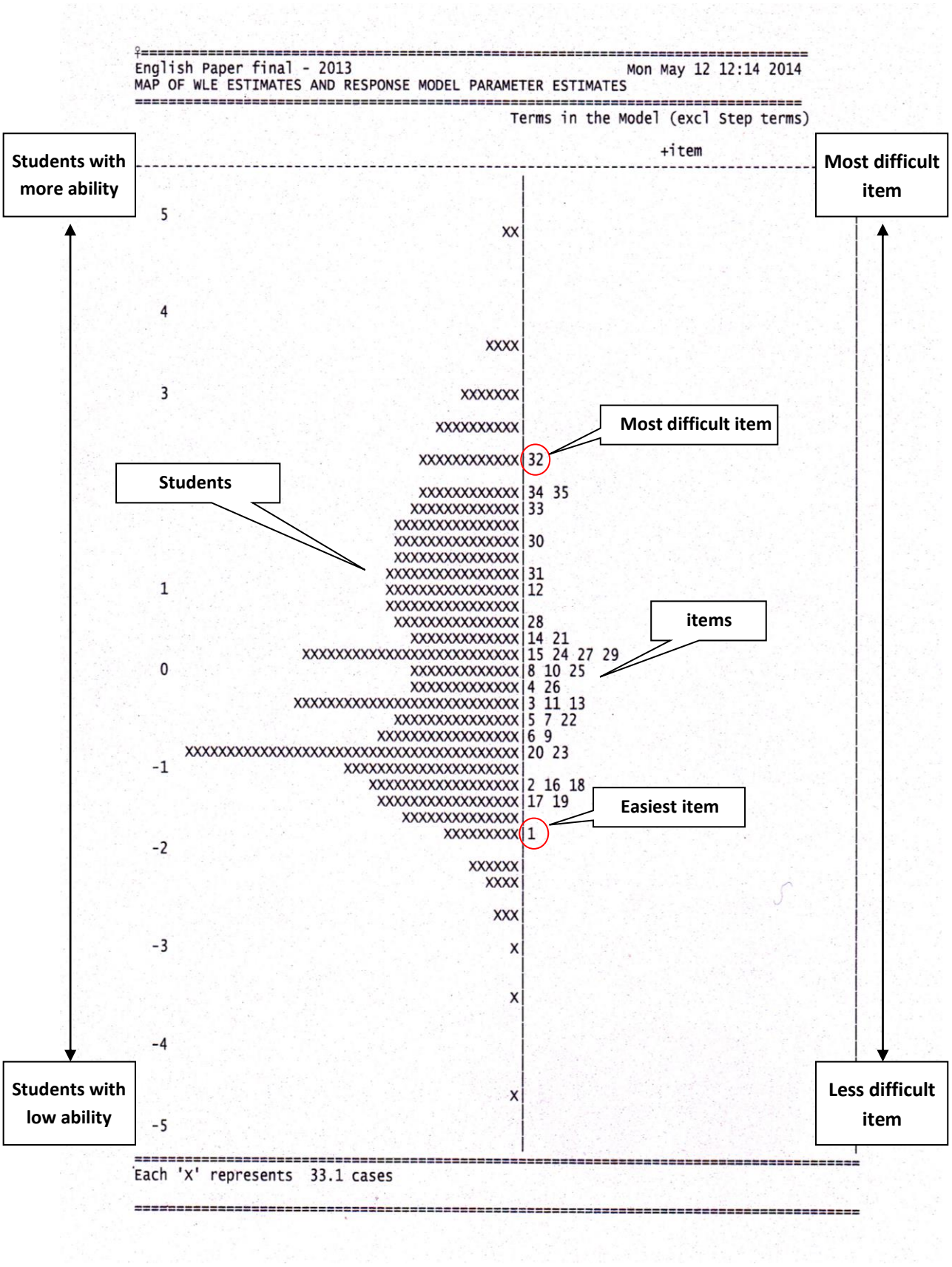


Fig. 4.20: Facility values for the different test items –English language

The lowest facility index is for question 30. This question relates to syntax.

Disparity in achievement seen through item analysis

The Item Person Map (IRT) given on pg. 96 displays the range of difficulty of the test items as well as the range in student ability. According to the map, there are approximately eight hundred and twenty seven students whose abilities are higher than the most difficult item. On the other hand, there are five hundred and thirteen students whose abilities are lower than the easiest item. Therefore, as already discussed this analysis confirms, that there is disparity in achievement in the English language.


English Paper final - 2013 Mon May 12 12:14 2014
MAP OF WLE ESTIMATES AND RESPONSE MODEL PARAMETER ESTIMATES
Terms in the Model (excl Step terms)
+item
Students with more ability
Most difficult item
Students
Most difficult item
items
Easiest item
Students with low ability
Less difficult item
Each 'X' represents 33.1 cases

4.9 Conclusion

This chapter discussed students' performance in the English language both at national and provincial level, according to school type, gender, medium of instruction and location.

Further, test items used to assess students' performance were analyzed to assess how far they have been successful in achieving the sub skills of the language expected to be achieved by grade 4 pupils.

It could be concluded that there is disparity in achievement of learning outcomes in the learning of the English language.