Chapter Five

Pattern and Trends in Achievement: Second Language – English 2015

5.1 Introduction

This chapter presents the patterns and trends in achievement of the students in the English Language.

Part I – Patterns of achievement in English Language

First, national level student achievement in the English language will be discussed.

5.2 Patterns of achievement at national level

The frequency polygon shown in Fig. 5.1 outlines the total picture of the distribution of marks of grade 04 students in the English language.

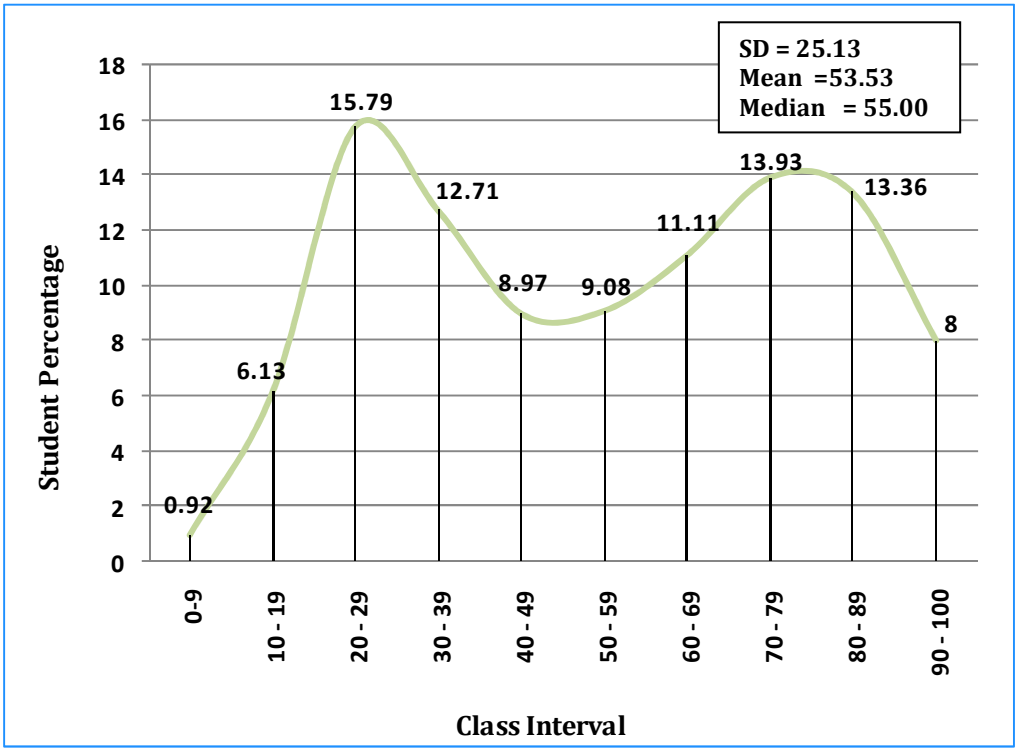

Fig. 5.1: All island achievement in English language 2015 – dispersion of marks

Fig. 5.1 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 high. The characteristics of this curve can be further elaborated through the cumulative percentage table given below.

Table 5.1: All island achievement in English language 2015– cumulative percentages

Class Interval	Student %	Cumulative %
0 - 9	0.92	0.92
10 - 19	6.13	7.05
20 - 29	**15.79**	**22.84**
30 - 39	12.71	35.55
40 - 49	8.97	44.52
50 - 59	9.08	53.59
60 - 69	11.11	64.71
70 - 79	13.93	78.64
80 - 89	13.36	92.00
90 - 100	8.00	100.00
Total	100.00	

As can be seen from Table 5.1, the highest percentage of students (15.79) has scored marks between the class interval 20-29. Further, there is 12.71% of students who has scored marks between 30-39. Therefore, there is a cumulative percentage of 36 students who has scored less than the pass mark of 40.

On the other hand, the highest percentage of students who has scored high marks falls between the marks range of 70-79 and it is 13.93%.

These two groups of high achievers and the low achievers had resulted in the bi model line curve. The national median is 55. This means that 55% of the students has scored above the mean which is 53.53. The high achievers have contributed positively to increase the national mean value.

However, the Standard Deviation is **25.13** which is quite high**.** The high SD suggests that there is wide variation in student achievement.

The box plot graph in Fig. 5.2 illustrates student achievement patterns further.

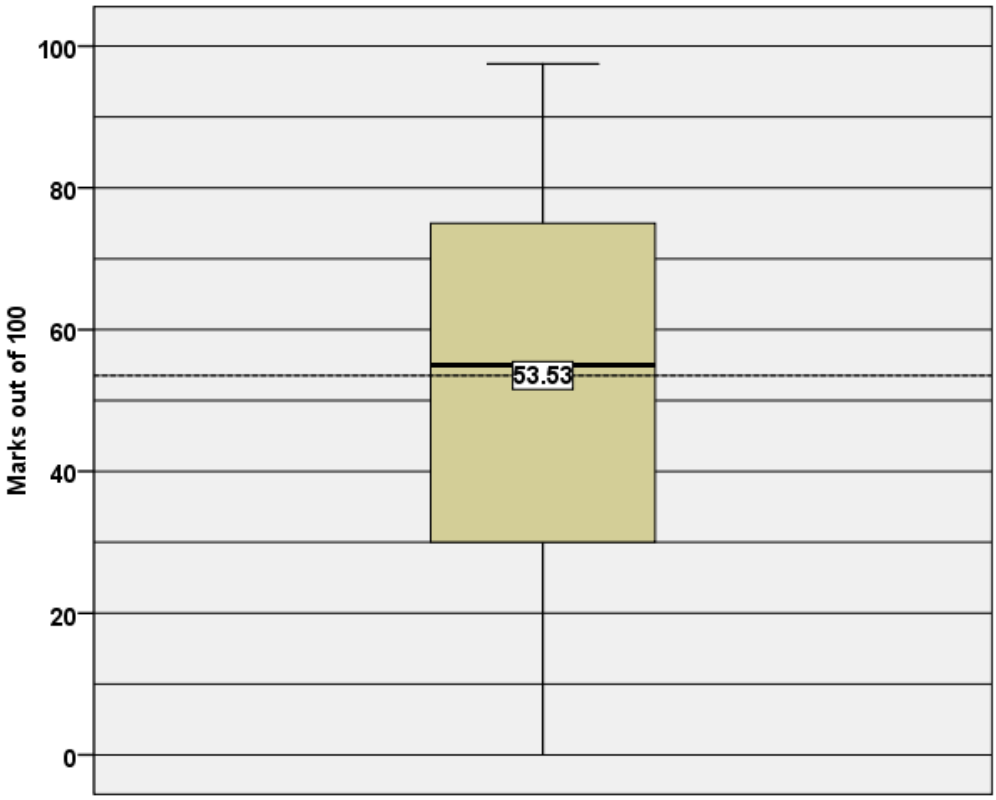

Fig. 5.2: Box plot chart representing all island English language achievement

According to Fig. 5.2, the median is above the mean value, 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 marks point. On the other hand 50% of students marks range between 30 and 75.

Summary of national level achievement

- National level mean and median values are 53.53 and 55.0 respectively.
- Even though the overall achievement in English language is satisfactory, there is wide disparity in achievement resulting in an SD of 25.13.

Provincial wise student achievement will be discussed next.

5.3 Provincial wise student achievement

Table 5.2: Provincial achievement in English language 2015 – Summary statistics

Province	Mean	Rank	Standard Error of Mean	Standard Deviation	skewness	Percentile (p25)	Median (p50)	Percentile (p75)
Western	58.85	1	0.09	24.95	-0.29	35.0	62.5	80.0
Southern	57.20	2	0.12	25.49	-0.23	32.5	62.5	80.0
Sabaragamuwa	54.30	3	0.14	24.81	-0.04	30.0	55.0	77.5
North Western	54.01	4	0.12	25.21	-0.01	30.0	55.0	77.5
Central	52.15	5	0.11	24.20	0.00	30.0	52.5	72.5
North Central	49.88	6	0.15	23.24	0.15	27.5	47.5	70.0
Northern	47.88	7	0.18	24.82	0.30	25.0	42.5	70.0
Eastern	47.86	8	0.13	25.12	0.22	25.0	45.0	70.0
Uva	46.44	9	0.16	24.01	0.34	25.0	42.5	67.5
All Island	**53.53**		**0.04**	**25.13**	**-0.02**	**30.0**	**55.0**	**75.0**

As Table 5.2 indicates based on provincial wise mean achievements, Western Province ranks first. Southern Province is ranked second with a slightly lower mean value.

Achievement wise, the provinces fall into two categories. Western, Southern, Sabaragamuwa and North Western with mean scores above the national mean, fall into the higher category. Central, North Central, Northern, Eastern and Uva 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 Uva Provinces mean scores. There is even greater variation between the highest scoring Western and the lowest scoring Uva Province, with a difference of 12 points.

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

These disparities are further highlighted through the bar chart given in Fig. 5.3.

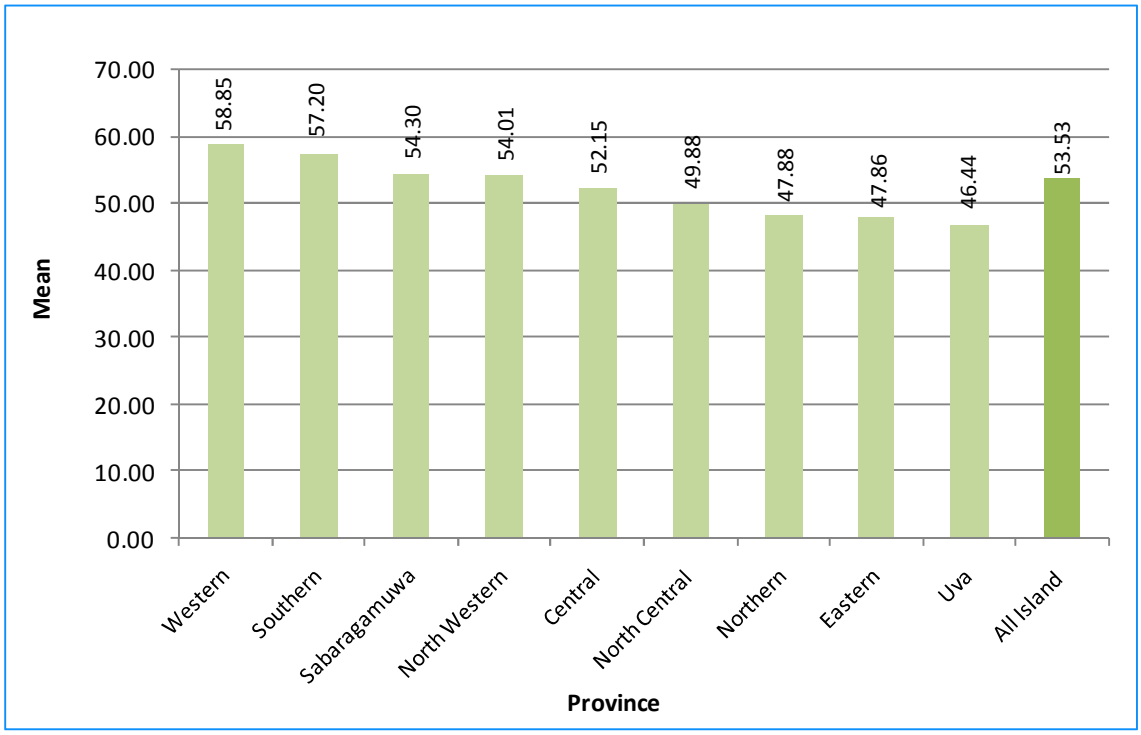

Fig. 5.3: Bar chart to represent mean among the provinces- English language

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 5.2, in both Western and Southern Provinces 50% of the students has scored 62.50 or above marks. However, in both Sabaragamuwa and North Western Provinces 50% of the students has scored 55 marks respectively. In the Central Province the mean and the median are almost the same with 52.15 and 52.50 respectively. On the other hand in the Northern and Uva Provinces it is 42.50. Therefore, it could be concluded that there is disparity in achievement among provinces, especially between the high scoring provinces like Western and Southern and the low performing provinces like Uva.

According to Table 5.2, all the standard deviation values are very high. Southern Province SD value is the highest among the provinces followed by North Western. In these two provinces SD is even higher than the all island SD. Central Province has obtained the lowest SD value among the provinces, but there is not a considerable difference between the highest (25.49) and the lowest (23.24). 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 negative. 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 box plot (Fig. 5.4).

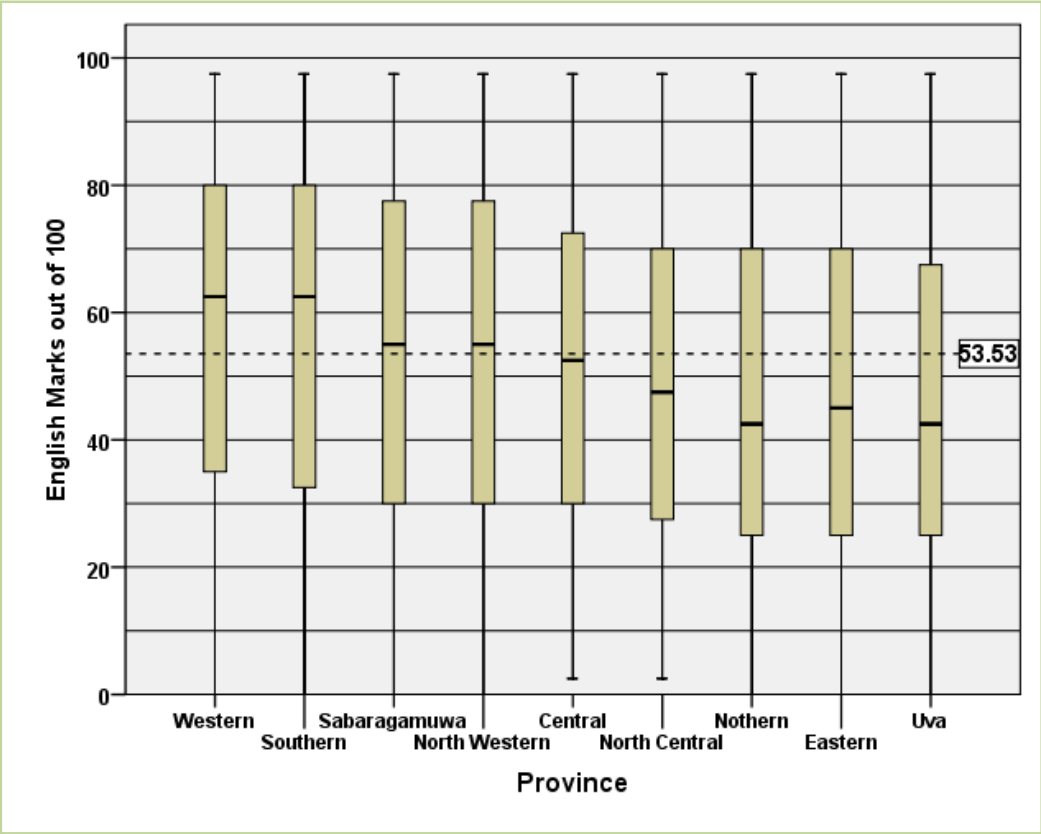

Fig. 5.4: Box plot and whisker chart representing provincial wise English language achievement

As Fig, 5.4 and Table 5.2 illustrate there is high variation in achievement among and within provinces. In the Western Province students achievement lies between 35 to 80 marks point. On the other hand, in the Uva Province students' achievement lie between 25 to 68 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 Western Province

which has the highest mean value could obtain only 35 marks at the 25th percentile. Uva Province's 25th percentile is very low. Sabaragamuwa, North Western and Central have obtained similar values of 30 for the 25th percentile. Northern, Eastern and Uva display even a lower mark of 25 at the 25th percentile.

All provinces have obtained a median above 40. Four provinces have obtained the median above the mean. This means that 50 percent of students in these provinces have scored above the mean 53.53. On the other hand, in the Northern and Uva Provinces 50 percent of the students have scored 42 or less.

At the 75th percentile, Southern and Western Provinces have shown higher values 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 5.3.

Table 5.3: Percentage of students scoring 50 or above, and below 50

Province	Above or equal to 50	Below 50
Western	66.00%	34.00%
Southern	64.39%	35.61%
Sabaragamuwa	59.41%	40.59%
North Western	56.91%	43.09%
Central	55.68%	44.32%
North Central	51.02%	48.98%
Northern	47.98%	52.02%
Eastern	47.80%	52.20%
Uva	45.89%	54.11%
All Island	55.48%	44.52%

In the Western Province while 66.00% of students score above or equal to 50, in the Uva Province only 45.89% has scored 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 language.

Summary

- Achievement wise the provinces fall into two categories.
  Category 1 – Southern, Western, Sabaragamuwa and North Western with mean scores above the national mean (53.53)
  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 language.
- However, all provinces have obtained mean values above 40.

5.4 Achievement levels by type of school

Table 5.4: English language achievement according to school type

School Type	Mean	Standard Error of Mean	Standard Deviation	Skewness	Percentile (p25)	Median (p50)	Percentile (p75)
1AB	63.60	0.09	23.56	-0.56	45.0	70.0	82.5
1C	50.29	0.09	24.36	0.14	27.5	47.5	72.5
Type 2	46.74	0.08	24.35	0.35	25.0	40.0	67.5
Type 3	55.43	0.08	25.05	-0.14	32.5	57.5	77.5
All Island	53.53	0.04	25.13	-0.02	30.0	55.0	75.0

As Table 5.4 indicates, mean values of 1AB and Type 3 schools are above the all island mean, while the mean values of the other two school types are below the all island mean.

The difference in mean scores is graphically shown in Fig. 5.5

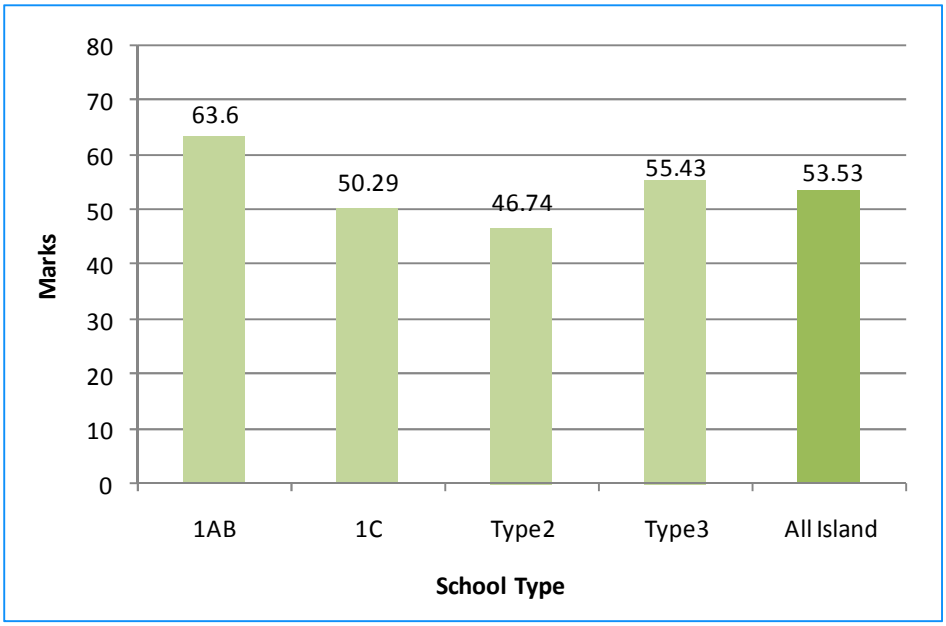

Fig. 5.5: Bar chart representing the mean among the school types- English language

The gap between the school types is further highlighted when the median scores are considered. The median value of the 1AB schools is considerably higher than the other three School types. This reveals that 50% of student achievement is above or equal to 70 marks in the 1AB schools. In Type 3 schools, 50% of the students have reached 58 or above. On the other hand, in Type 2 schools 50% has scored above or equal to 40.

Variation among student achievement

There is considerable variation in student achievement in all school types. As shown in Table 5.4 the standard deviations of all four school types are very high. As a result, the all island SD is also very high. However, compared to other school types SD of 1AB schools is less denoting less variation in student achievement. On the other hand, student variation is highest in Type 3 schools indicating high variation.

The variation in student achievement is also illustrated in Fig. 5.6

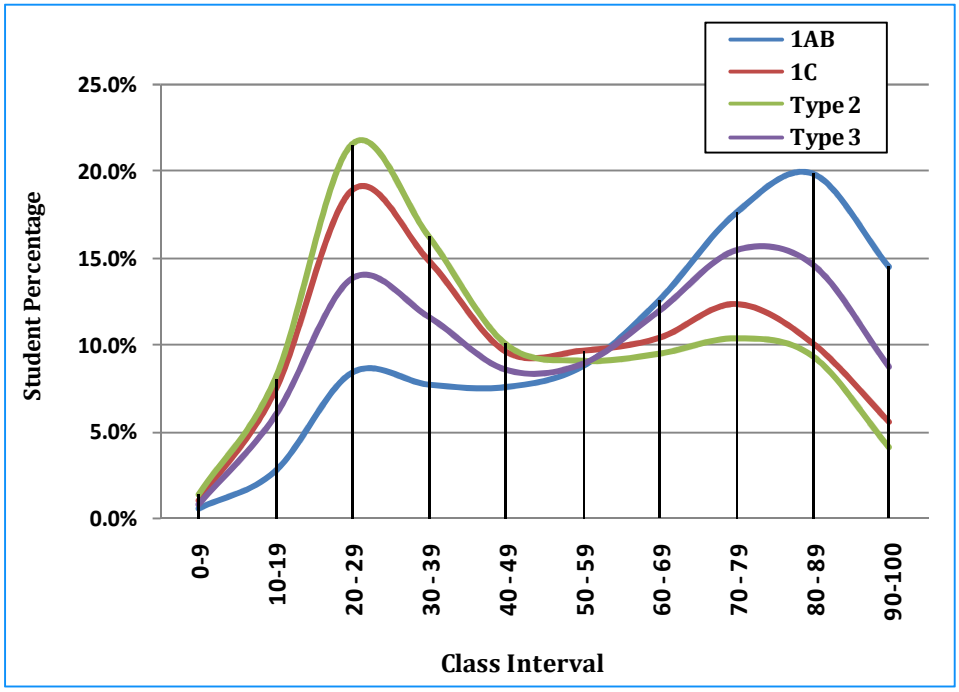

Fig. 5.6: Dispersion of marks by school type– English language

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 curves of 1AB and Type 3 schools 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 1C 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 skewness of the curves can be further explained through the cumulative percentages indicated in Table 5.5.

Table 5.5: Cumulative student percentages according to school type- English language

Class Interval	1AB		1C		Type 2		Type 3	
	Student %	Cumulative %	Student %	Cumulative %	Student %	Cumulative %	Student %	Cumulative %
0 - 9	0.50	0.50	1.04	1.04	1.40	1.40	0.73	0.73
10 - 19	2.67	3.17	7.38	8.42	8.08	9.49	5.87	6.60
20 - 29	8.36	11.54	18.92	27.33	21.58	31.07	13.79	20.39
30 - 39	7.68	19.21	14.88	42.21	16.28	47.35	11.58	31.97
40 - 49	7.53	26.75	9.64	51.85	10.09	57.44	8.53	40.50
50 - 59	8.72	35.47	9.67	61.52	9.11	66.55	8.86	49.36
60 - 69	12.55	48.02	10.41	71.93	9.52	76.07	11.90	61.26
70 - 79	17.59	65.61	12.37	84.30	10.40	86.47	15.42	76.68
80 - 89	19.90	85.51	10.13	94.43	9.40	95.87	14.63	91.31
90 - 100	14.49	100.00	5.57	100.00	4.13	100.00	8.69	100.00
Total	100.00		100.00		100.00		100.00	

Fig. 5.6 displayed that in all schools the lower end of the curves peaked at the 20-29 class interval. However, Table 5.5, indicates that the percentage scores that fall within this class interval varies among the school types. In the 1AB schools only 8.36% of students' scores fall within this class interval. On the other hand, in Type 2 schools, 21.58%, in Type 3 schools 13.79% and in 1C schools 18.92% of the students' scores fall within this class interval. In addition, in 1AB schools 19.90% 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, except in Type 2 schools in the other 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, except in 1AB schools in other school types more than 30% of cumulative percentage of students' scores are below 40%. In 1AB schools this percentage is only 19.21%. However, the highest percentage (47.35%) of those who have scored less than 40% is in Type 2 schools.

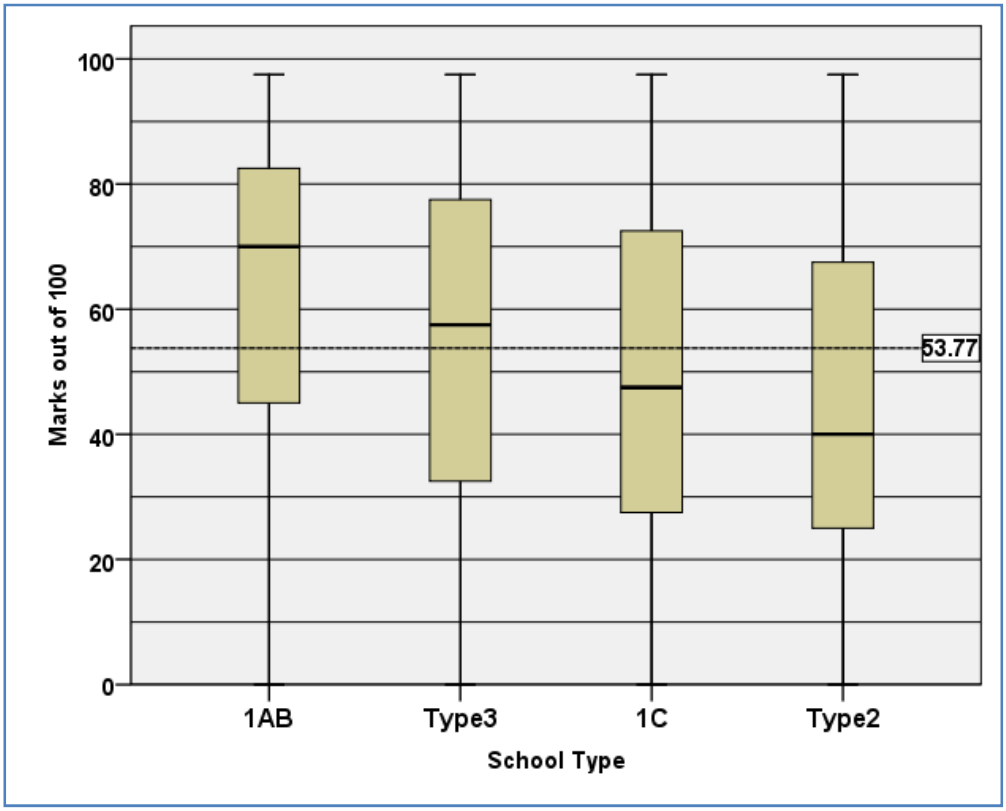

Fig. 5.7: English marks according to the school types using box plot and whisker plot

The discussion in the preceding sections regarding students' performance in the four school types is graphically presented in the box plot chart, Fig. 5.7. The students' achievement in 1AB schools spread more towards the higher values. On the other hand, in the other three school types the marks are more evenly spread. While in the 1AB schools the 25th percentile is 45 in other three school types it is below 35. This means that 25% of the students in these schools has not reached the pass mark of 40.

Summary

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

5.5 Achievement levels by gender

Table 5.6: English language marks achievement according to gender

Student Gender	Mean	Standard Error of Mean	Standard Deviation	Skewness	Percentile (p25)	Median (p50)	Percentile (p75)
Male	49.43	0.06	24.79	0.19	27.5	47.5	72.5
Female	57.66	0.06	24.80	-0.24	35.0	62.5	80.0
All Island	53.53	0.04	25.13	-0.02	30.0	55.0	75.0

Female students' English language mean (57.66) is relatively higher than the male students' English language mean (49.43) achievement. All island student mean is also above the male students' mean value. Female students' English language achievement has contributed greatly for the all island mean to rise.

These differences could also be seen in Fig.5.8.

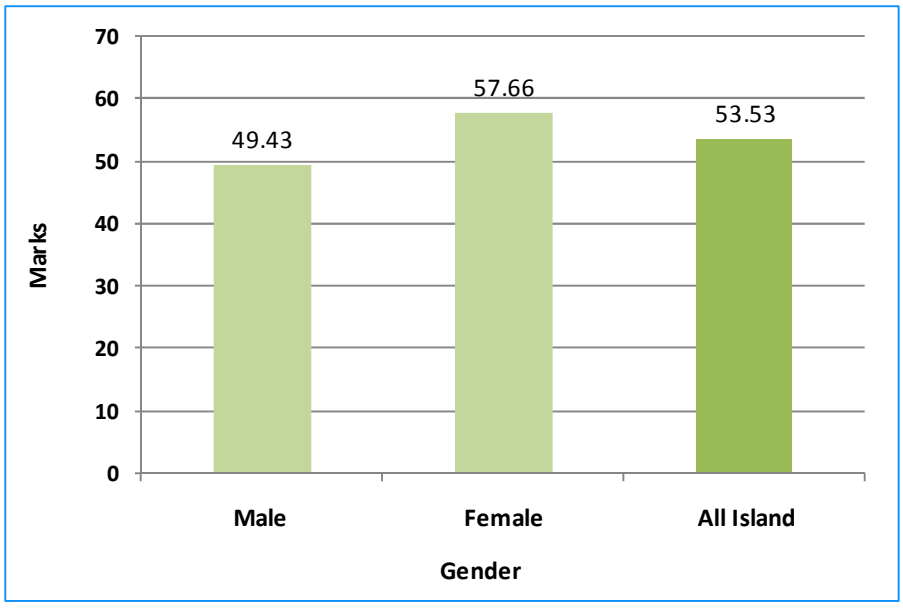

Fig. 5.8: Bar chart representing mean values according to gender – English language

Male students' performance is below that of the female students as well as below the all island mean.

Fig. 5.9 explains further this low performance of the male students.

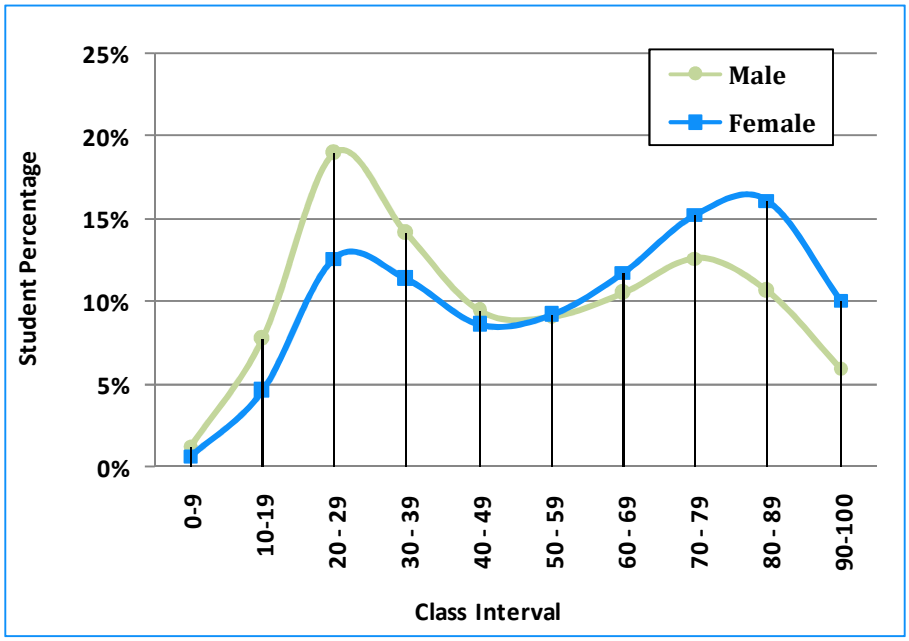

Fig. 5.9: Dispersion of marks by gender – English language

Fig. 5.9 displays two curves which are bi model. However, as Table 5.6 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 5.7.

Table 5.7: Cumulative student percentages according to gender – English language

Class Interval	Male		Female	
	Student %	Cumulative %	Student %	Cumulative %
0 - 9	1.23	1.23	0.61	0.61
10 - 19	7.69	8.92	4.57	5.18
20 - 29	18.97	27.89	12.61	17.79
30 - 39	14.08	41.97	11.34	29.13
40 - 49	9.39	51.36	8.54	37.67
50 - 59	9.02	60.38	9.14	46.80
60 - 69	10.47	70.85	11.75	58.55
70 - 79	12.60	83.46	15.27	73.82
80 - 89	10.61	94.07	16.11	89.94
90 - 100	5.93	100.00	10.06	100.00
Total	100.00		100.00	

According to Table 5.7 and Fig. 5.9 it could be concluded that both among 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 0.61. On the other hand, the male student percentage is 1.23. There are also 29.13 cumulative percentage of females and 41.97% of males who has 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 percent of students among females belongs to the class interval 80-89 (16.11%). In addition, there are also 15.27% and 10.06% belonging to the class intervals 70-79 and 90-100 respectively. On the other hand, among the males, the highest percentage (18.97%) belong to the class interval 20-29 and 30-39 (14.08%). Therefore, it could be concluded that while the female performance is better than the male performance, among both groups there are both high achievers and low achievers.

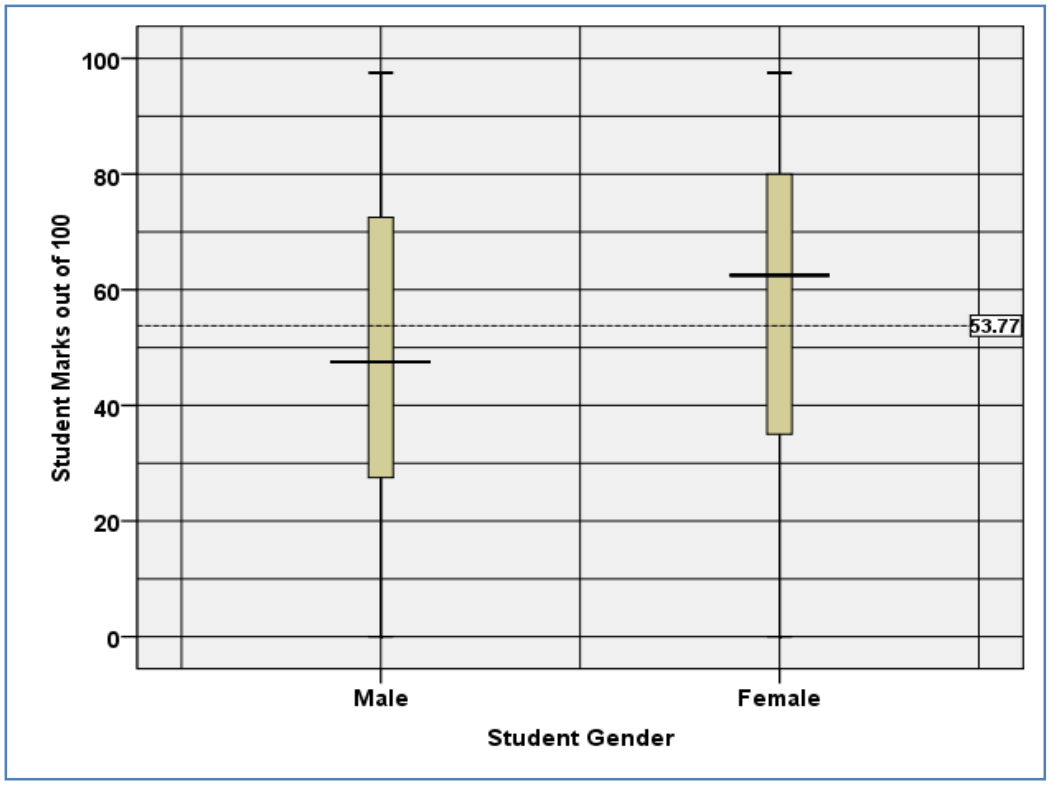

Fig. 5.10: Box plot and whisker plot representing gender wise English language marks

Box plot for gender wise English language achievement graphically shows similarities that have been already discussed. In the female box plot, 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.

5.6 Achievement levels by medium of instruction

Table 5.8: Achievement level by medium of instruction – English language

Medium of instruction	Mean	Standard Error of Mean	Standard Deviation	Skewness	Percentile (p25)	Median (p50)	Percentile (p75)
Sinhala	56.01	0.05	24.84	-0.15	32.5	60.0	77.5
Tamil	47.51	0.08	24.84	0.28	25.0	42.5	70.0
All Island	**53.53**	**0.04**	**25.13**	**-0.02**	**30.0**	**55.0**	**75.0**

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

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

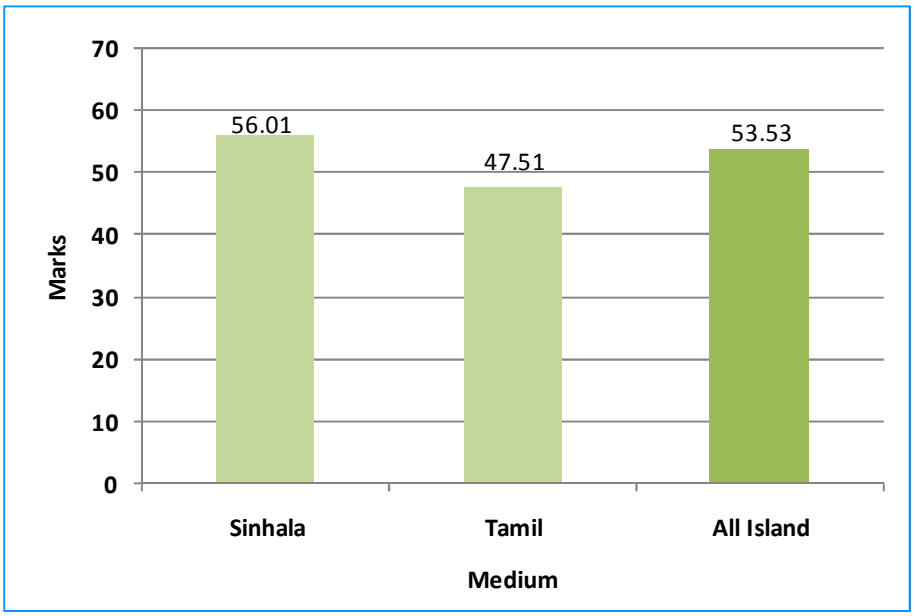

Fig. 5.11: Bar chart representing mean values according to medium of instruction – English language

Sinhala medium students' performance is above the all island performance with respect to the median value. While 50% of Sinhala medium students has scored equal or above 60%, equal percentage of Tamil medium students has scored only 42.5% or above.

Disparity in achievement medium wise

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

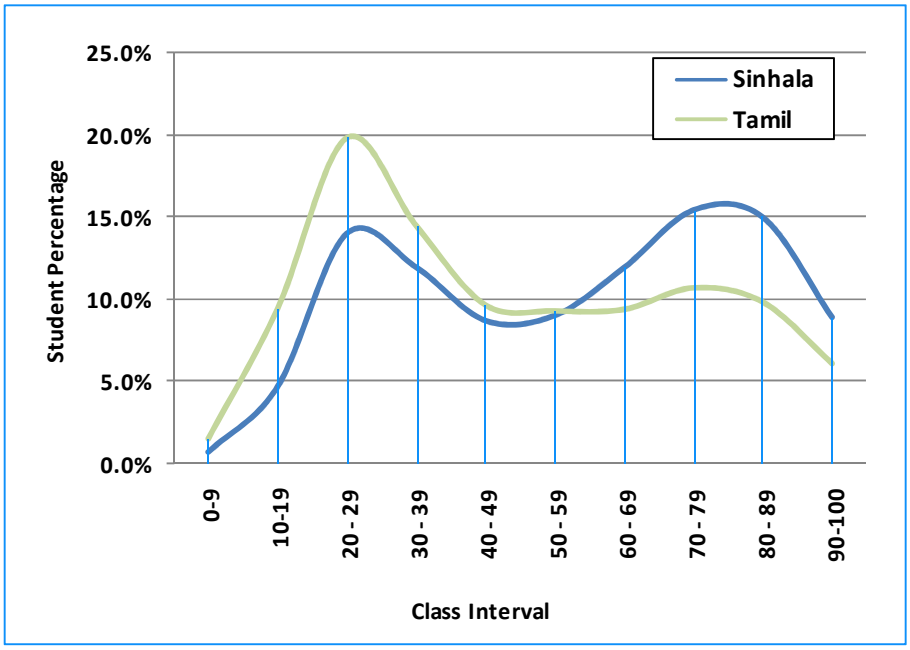

Fig. 5.12: Dispersion of marks by medium of instruction – English language

The above curves display the disparity in achievement that exists between the Tamil and Sinhala medium students. While the Sinhala medium students' curve is bimodal 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 has 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 5.9.

Table 5.9: Medium wise cumulative percentage table – English language

Class Interval	Sinhala		Tamil	
	Student %	Cumulative %	Student %	Cumulative %
0-9	0.66	0.66	1.49	1.49
10-19	4.65	5.31	9.41	10.90
20 - 29	**13.98**	**19.29**	**19.80**	**30.70**
30 - 39	11.92	31.21	14.46	45.16
40 - 49	8.67	39.88	9.63	54.79
50 - 59	8.99	48.87	9.28	64.07
60 - 69	11.90	60.77	9.37	73.44
70 - 79	**15.40**	**76.17**	**10.68**	**84.12**
80 - 89	14.96	91.13	9.81	93.93
90-100	8.87	100.00	6.07	100.00

The highest percent of students' marks (15.40%) in the Sinhala medium corresponds to the class interval 70-79. On the other hand, when Tamil medium students' marks for the same class interval are considered only 10.68% falls into this class interval. On the other hand, while 19.80% of Tamil medium students' marks correspond to the class interval 20-29 only 13.98% Sinhala medium students' marks correspond to this class interval. This distribution of marks indicates that Sinhala medium students' performance is better than the Tamil medium students' performance.

Variation among students

According to Table 5.8 Sinhala, Tamil and all Island standard deviations are very high. Interestingly the standard deviation of both mediums are almost equal (24.84). Such a high value could be expected due to the high disparity among students of both mediums. This in turn has resulted in a very high all island standard deviation.

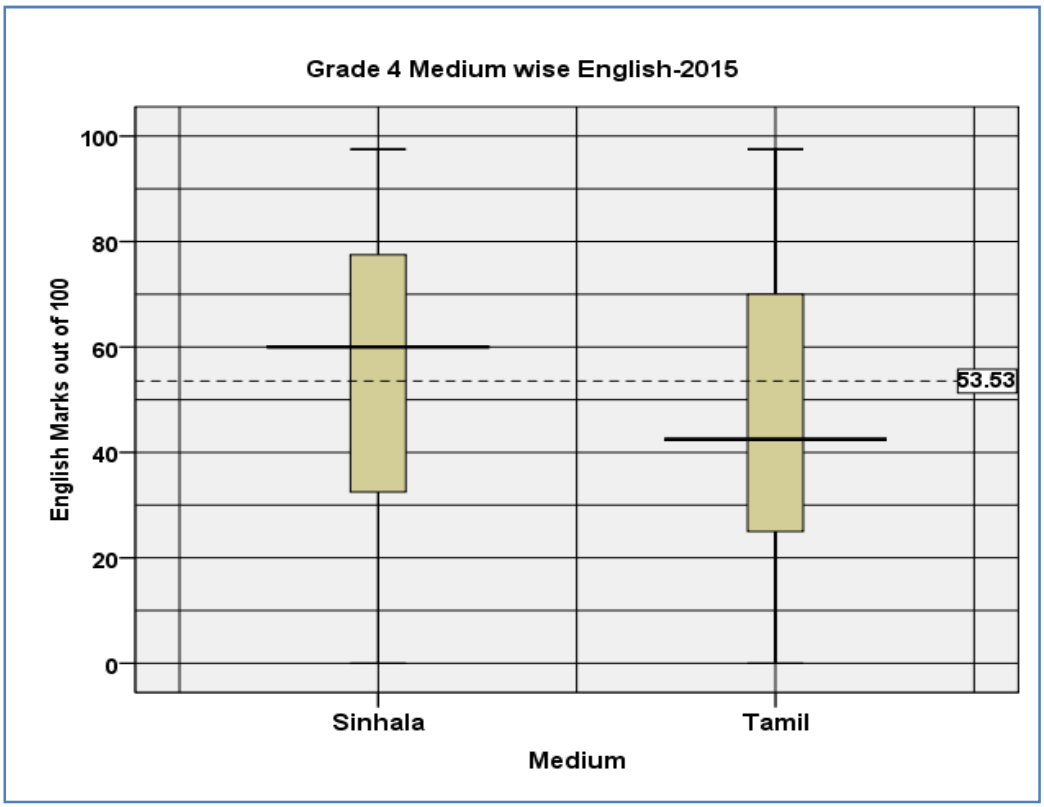

Fig. 5.13: Box plot for medium wise achievement – English language

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

The spread of the box plot for Sinhala medium students illustrates the difference in achievement between the two mediums discussed above. Sinhala medium students have outperformed the Tamil medium students at the 25th, 50th and75th percentile.

Summary

- There is disparity among students belonging to different medium of instruction.
- Sinhala medium students' mean achievement is higher (56.01) than the national mean value (53.53)
- The Tamil medium students' mean achievement (47.51) is below the national mean and approximately nine points below that of the Sinhala medium students' mean.

Achievement levels by location would be discussed next.

5.7 Achievement levels by location

Table 5.10: English language achievement according to location

Location	Mean	Standard Error of Mean	Standard Deviation	Skewness	Percentile 25	Median 50	Percentile 75
Rural	49.07	0.052	24.54	0.20	27.5	45	70.0
Urban	61.34	0.068	24.24	-0.43	40.0	67.5	82.5
All Island	53.53	0.043	25.13	-0.02	30.0	55.0	75.0

As Table 5.10 indicates, there is variation in achievement among the schools in the different localities. The urban schools have performed better than the rural schools. Their achievement with respect to both mean and median is very much higher than the performance of rural area schools.

The difference in mean values is graphically shown in Fig. 5.14

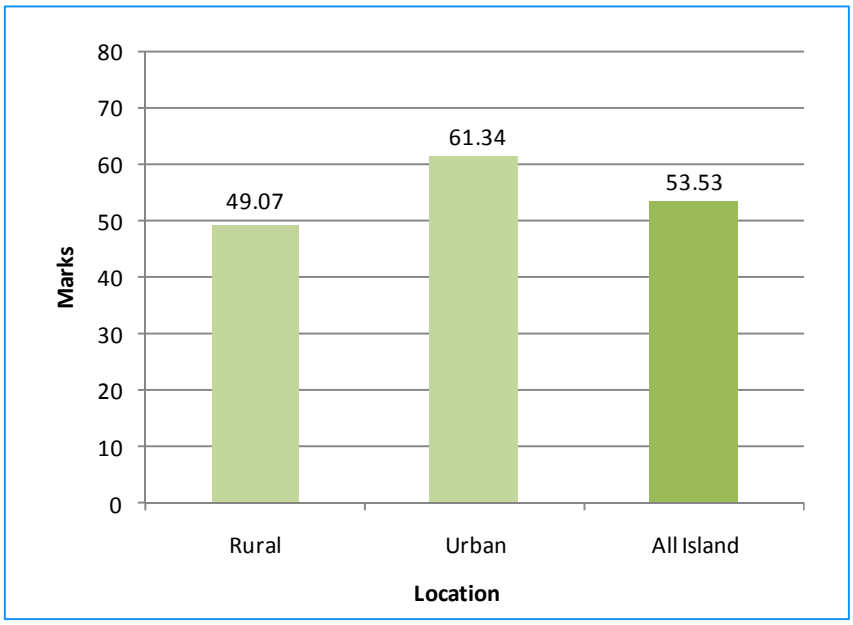

Fig. 5.14: Bar chart representing mean values according to location– English language

As Fig. 5.14 indicates the mean values in the rural area schools are lower than urban area schools. Further, these differences are quite high.

Even though there is disparity in achievement the deviation of the marks from the mean (SD) according to Table 5.10 appears to be quite close to each other. That is 24.54 and 24.24.

The dispersion of marks among the different localities is displayed in Fig. 5.15.

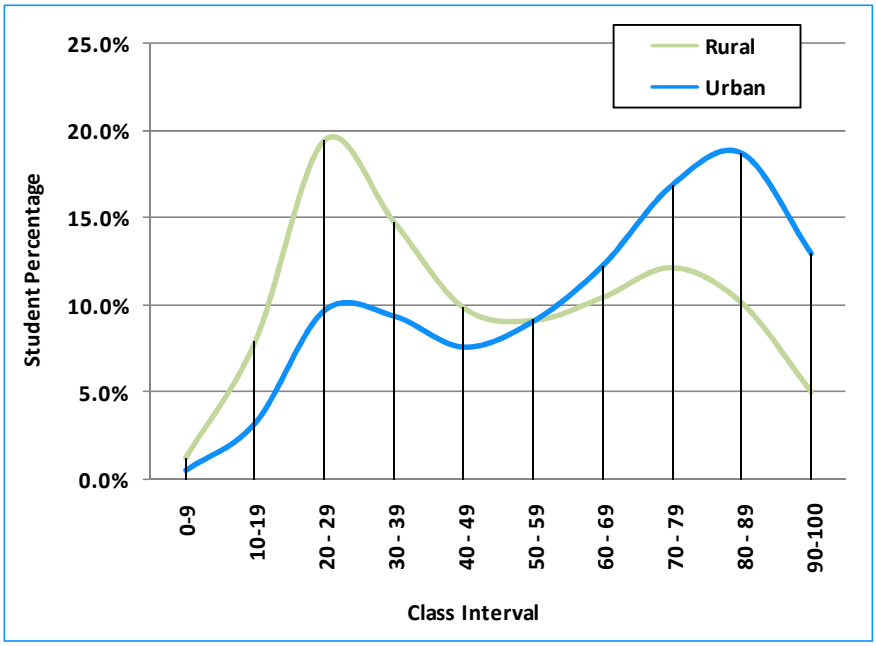

Fig. 5.15: Dispersion of marks by location – English language

Fig. 5.15 displays two curves which are bi model. However, while the urban area schools curve is negatively skewed the rural schools' curve is positively skewed. This indicates that the percentage of high achievers is greater among the urban area schools, while the percentage of low achievers is greater among rural area schools.

This pattern is further illustrated through the cumulative percentage Table 5.11.

Table 5.11: Cumulative student percentages according to the location – English language

Class Interval	Rural		Urban	
	Student %	Cumulative %	Student %	Cumulative %
0-9	1.20	1.20	0.46	0.46
10-19	7.91	9.12	3.19	3.65
20 - 29	**19.50**	**28.61**	**9.68**	**13.32**
30 - 39	14.76	43.37	9.33	22.65
40 - 49	9.83	53.20	7.55	30.20
50 - 59	9.10	62.31	9.03	39.23
60 - 69	10.43	72.73	12.24	51.48
70 - 79	12.15	84.88	16.88	68.35
80 - 89	**10.12**	**95.00**	**18.71**	**87.06**
90-100	5.00	100.00	12.94	100.00
Total	100.00		100.00	

According to Table 5.11, the highest percentage of students fall between 80-89 class interval in urban area schools. On the other hand, in the rural area schools the percentage is highest in the 20-29 class interval.

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

The spread of the box plot for urban area schools and the rural area schools is different. While the median of the rural schools is below the all island mean, in the urban area schools the median is above the all island mean.

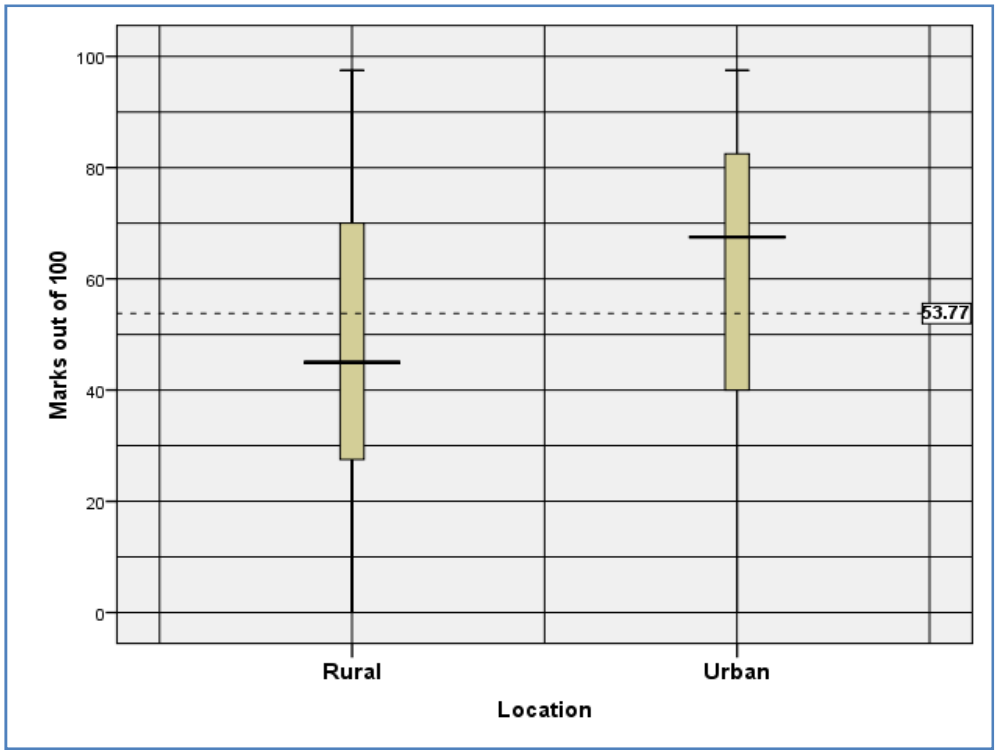

Fig. 5.16: Box plot for location – English language

Summary

- Location wise the performance in the rural area schools is below that of urban area schools.
- However, the deviation of the marks from the mean value is similar in both localities. This suggests that in both localities there is variation among student performance.

5.8 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. 5.17.

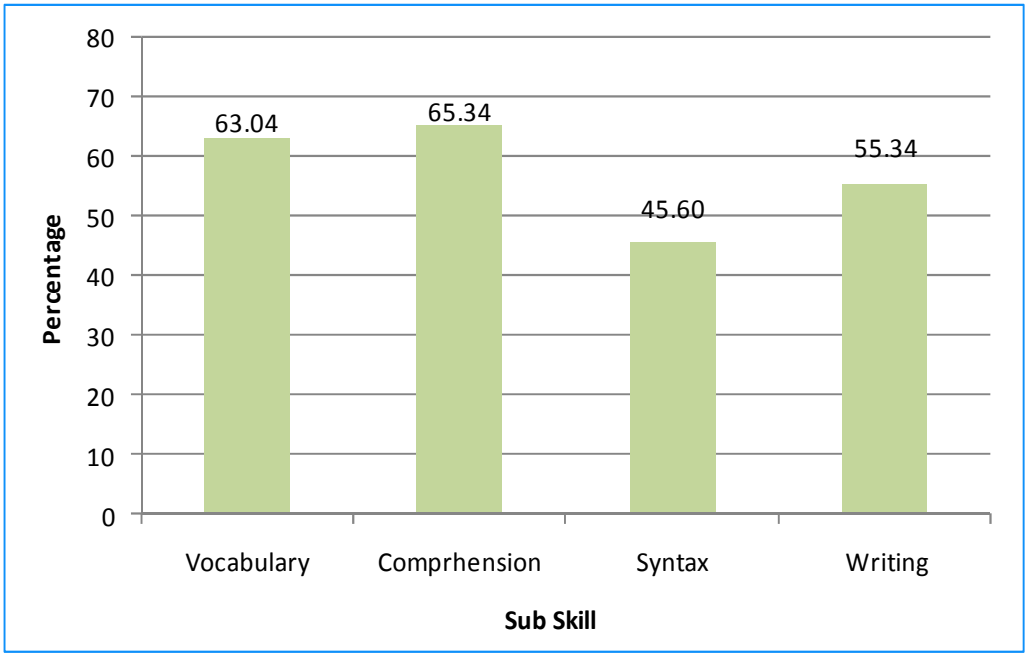

Fig. 5.17: Achievement in sub skills in English language

As the above Fig. 5.17 indicates students' achievement in vocabulary and reading comprehension appears to be satisfactory. However, achievement in the sub skills of syntax and writing is weak. The achievement in the writing task is further analyzed in Table 5.12

Table 5.12: Reponses to questions pertaining to -syntax

(ELC No)	Content of the paper/ according to the syllabus	QS No	2015 correct %
	Vocabulary related to different themes		
	My friends	1	81.60%
	village	2	75.00%
	time	3	60.60%
	nature	4	56.70%
	weather	5	60.40%
	time	6	64.90%
	time	7	60.40%
	My friends	8	51.30%
	Personal information	9	65.80%
	weather	10	53.70%
	Reading comprehension	11	56.70%
	Read and match - weather	12	62.90%
		13	59.60%
		14	54.00%
		15	51.50%
	Read and Find - Prices	16	74.50%
		17	76.10%
		18	75.00%
		19	77.00%
		20	66.10%
	Syntax - abilities	21	44.50%
	Demonstrative pronouns	22	61.80%
	Uses he/she correctly	23	26.60%
	Singular/plural	24	49.60%
	Simple present	25	50.20%
		26	54.30%
		27	48.90%
	Present continuous	28	43.90%
	Simple present	29	50.20%
	Simple present	30	26.00%
Writing meaningful sentences Write down personal information		31	69.20%
		32	47.10%
		33	56.30%
		34	51.90%
		35	52.30%

As Table 2.1 in chapter 2, indicated Q.20-30 in the question paper relate to the questions on syntax. Table 5.12 indicates percentage of students who has answered these questions correctly. For most items the percentage of correct responses is less than 50%. Only 26% has answered question number 30 correctly. The lowest percentage of students (26.6% and 26%) has responded correctly to question numbers 23 and 30. These questions relate to pronouns and third person singular present tense.

The writing task was to write five sentences utilizing the clue given. As can be seen from Fig. 5.18 most students have not been able to write a grammatically correct sentence for the second clue given. Further, more than 60% of the students has not been able to construct a grammatically correct sentence.

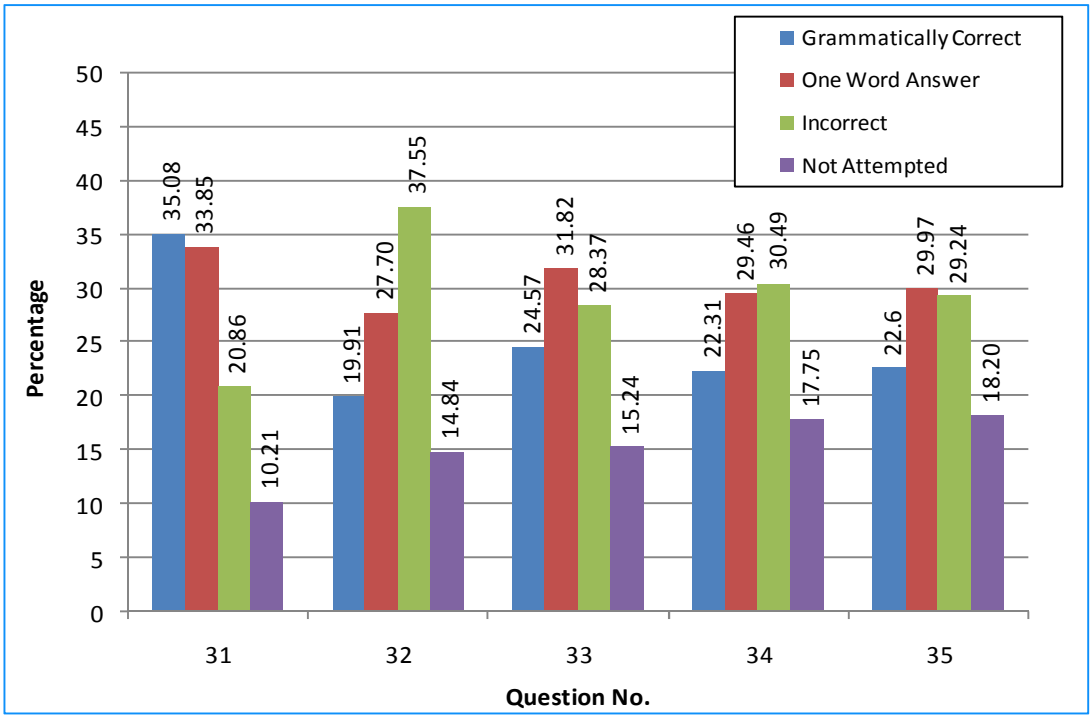

Fig. 5.18: Competency related to writing – English language

The percentage of students who has written grammatically correct sentences is less than 25%, except in the first sentence, Therefore, it appears that students, poor knowledge of grammar affects their writing skills.

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. 5.18 indicates only 35.08% of

students has been able to write their name in a grammatically correct sentence. On the other hand, 33.85% of students has been able to write their name correctly. However, there are also 10.21% of students who has not even attempted to write their name. Further 20.86% has given incorrect responses. Therefore, approximately 31% of students are unable 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. 5.19 displays the facility values for questions 1-30
According to this Figure facility index ranges from 0.260 to 0.816

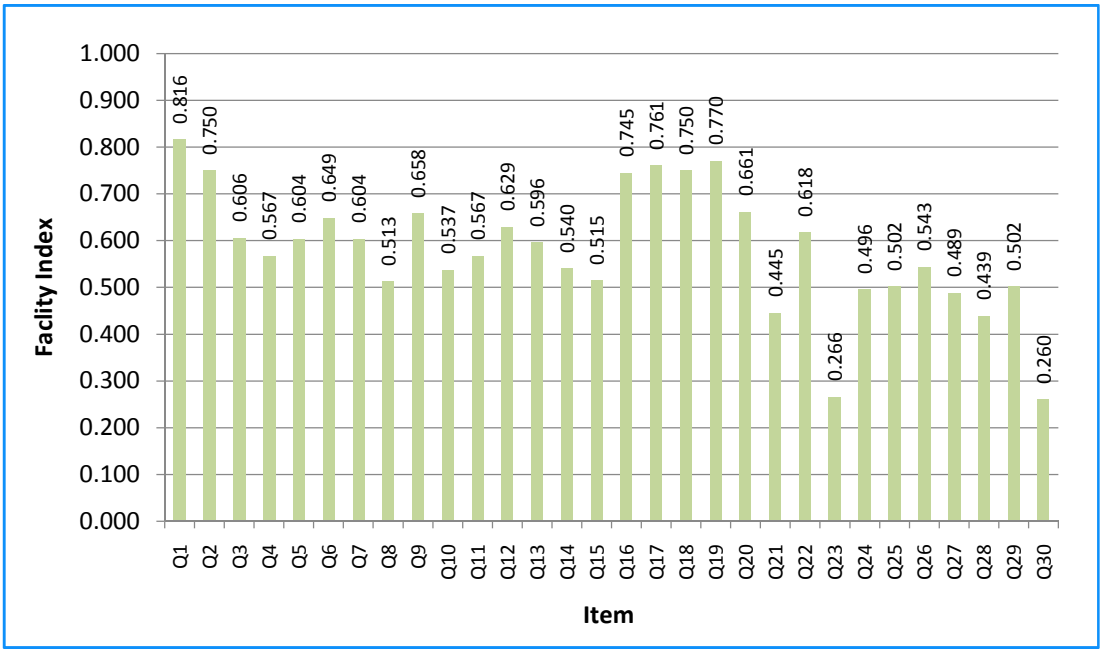

Fig. 5.19: Facility values for the different test items –English language

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

Part I of this chapter discussed patterns of 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.

Part II of the chapter will compare student achievement in 2013 and 2015 to identify the trends in achievement of learning outcomes.

Part II- Comparison of achievement level of students in 2013 with that of 2015

5.9 Trends in achievement at national level

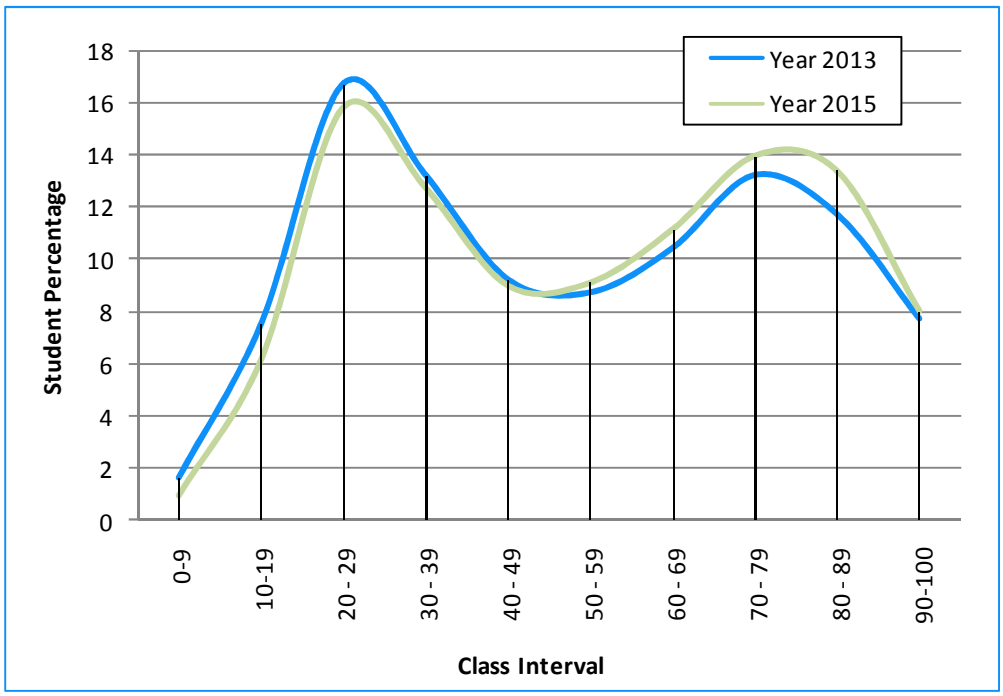

Fig. 5.20: All island achievement in English language comparison 2013 -2015 – dispersion of marks

As Fig. 5.20 indicates when the performance of students in 2013 and 2015 is compared there is an improvement. Although both curves are bimodal, in the year 2015 the number

of students who has scored high marks have increased and those who have obtained low marks have decreased. This trend could also be explained through Table 5.13.

Table 5.13: Comparison of all island achievement in English language – Cumulative percentages

Class Interval	Year 2013		Year 2015	
	Student %	Cumulative %	Student %	Cumulative %
0-9	1.6	1.6	0.92	0.92
10-19	7.5	9.1	6.13	7.05
20 - 29	**16.7**	**25.8**	**15.79**	**22.84**
30 - 39	13.2	39	12.71	35.55
40 - 49	9.2	48.2	8.97	44.52
50 - 59	8.7	56.9	9.08	53.59
60 - 69	10.4	67.3	11.11	64.71
70 - 79	**13.2**	**80.5**	**13.93**	**78.64**
80 - 89	**11.7**	**92.2**	**13.36**	**92.00**
90-100	**7.7**	**100**	**8.00**	**100.00**
Total	100		100.00	

As can be seen from the table the number of students who has scored between 20-29 has decreased and the number of students who has scored between 70–79, 80-89 as well as between 90-100 has increased. Therefore, it could be concluded that students' national level performance in the English language has improved in the year 2015.

5.10 Provincial wise comparison of student achievement

As Fig. 5.21 indicates there is an increase in student achievement in most of the provinces. This has resulted in an increase in the national performance in the English language with an increase in the mean value from 51.68 to 53.53. However, there is a slight decrease in student achievement in the Southern and Sabaragamuwa Provinces.

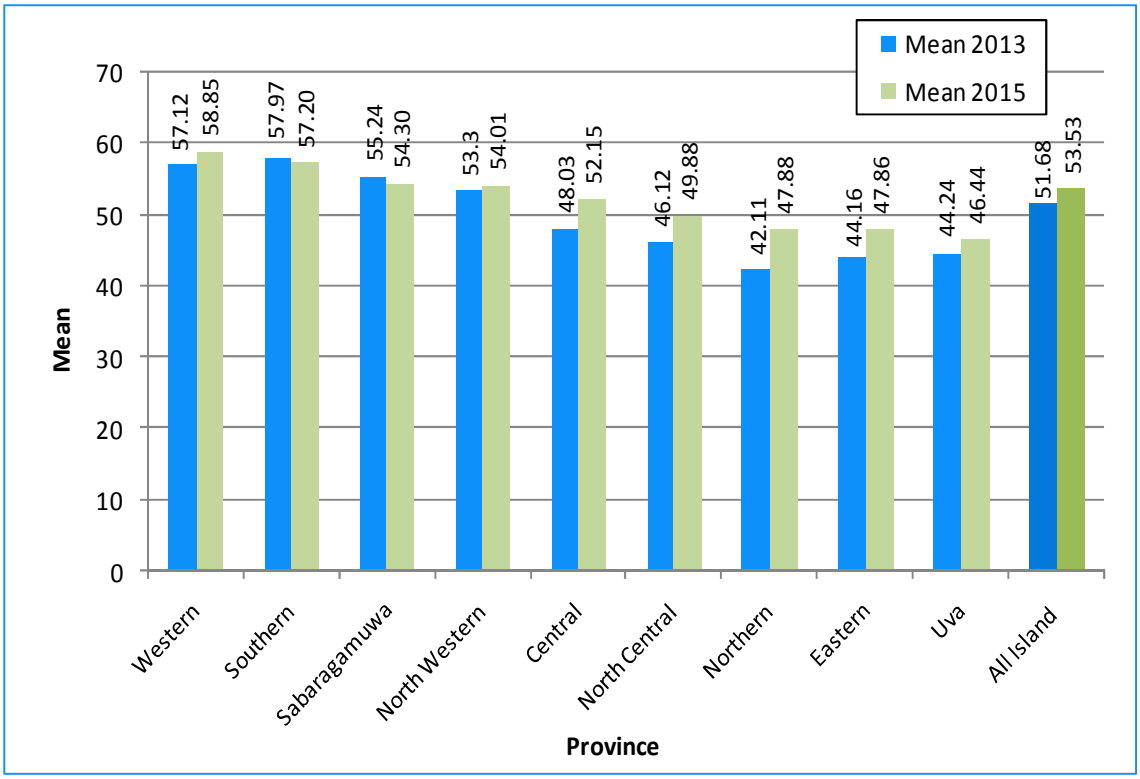

Fig. 5.21: Provincial wise comparison of student achievement - 2013 & 2015

Table 5.14: Provincial wise comparison of student achievement – 2013 & 2015

Province	Year 2013		Year 2015		Z
	Mean	Standard Deviation	Mean	Standard Deviation	
Central	48.03	25.55	52.15	24.20	4.75*
Eastern	44.16	24.59	47.86	25.12	3.95*
North Central	46.12	23.84	49.88	23.24	4.43*
North Western	53.30	24.95	54.01	25.21	0.80
Northern	42.11	24.80	47.89	24.82	5.91*
Sabaragamuwa	55.24	25.04	54.30	24.81	1.13
Southern	57.97	25.13	57.20	25.49	0.92
Uva	44.25	23.66	46.44	24.01	2.48*
Western	57.12	25.57	58.85	24.95	2.02*
All Island	**51.68**	**25.63**	**53.53**	**25.13**	**6.15***

* Values are significant at 95%

Fig. 5.22: Comparison of provincial wise distribution of marks – English language

5.11 Comparison of marks according to school type

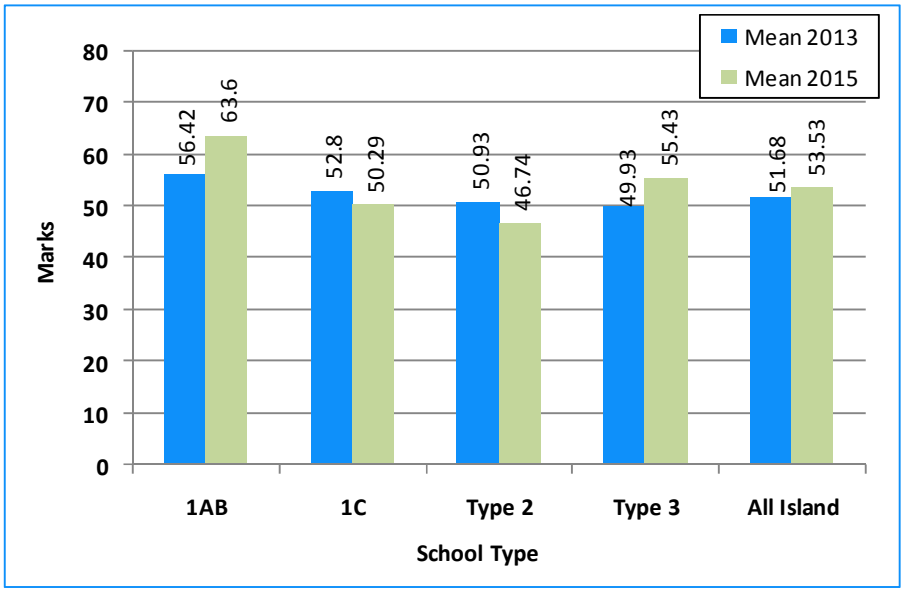

Fig. 5.23: All island comparison of mean values according to school type

As Fig. 5.23 indicates student achievement in 1AB and Type 3 schools has increased by more than 6 points. On the other hand, in Type 1C and Type 2 schools student achievement has decreased by 2 to 4 points. The differences in student achievement in the different school types is further elaborated through the line graphs and cumulative frequency tables.

Table 5.15: Comparison of achievement of 1AB schools

Class Interval	1AB-Year 2013		1AB-Year 2015	
	Student %	Cumula-tive %	Student %	Cumula-tive %
0-9	0.7	0.7	0.50	0.50
10-19	6.5	7.2	2.67	3.17
20 - 29	13.6	20.8	8.36	11.54
30 - 39	**11.3**	**32.1**	**7.68**	**19.21**
40 - 49	8.1	40.2	7.53	26.75
50 - 59	8.5	48.7	8.72	35.47
60 - 69	12.1	60.8	12.55	48.02
70 - 79	13.8	74.6	17.59	65.61
80 - 89	**15.2**	**89.8**	**19.90**	**85.51**
90-100	10.2	100	14.49	100
Total	100		100	

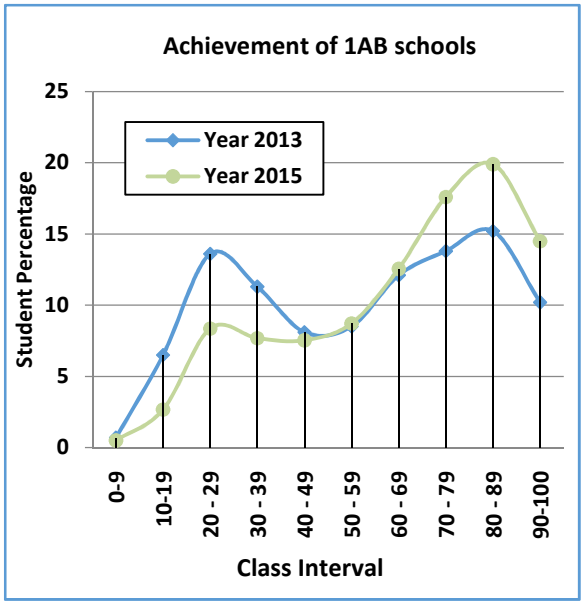

Fig. 5.24: Comparison of achievement of 1AB schools – 2013 & 2015

As the line graph depicts in 2013 the curve was negatively skewed and bi model with two distinct groups of students obtaining high and low marks. In 2015 also the curve depicts a similar pattern. However, in 2015 the high scoring group has increased and the low scoring group has decreased. This change can further be elaborated through the cumulative percentage Table 5.15. As the Table 5.15 indicates in 2013 the highest percentage of students, (15.2%) have scored marks between 80-89. In 2015, this percentage has increased to 19.90. Similarly the percentage of students who has scored between 70-79 and 90-100 also has increased. On the other hand, the percentage of students who scored between 20-29 and 30-39 has decreased.

Table 5.16: Comparison of achievement of Type 3 schools

Class Interval	Type 3 - 2013		Type 3 - 2015	
	Student %	Cumula-tive %	Student %	Cumula-tive %
0-9	2.10	2.10	0.73	0.73
10-19	7.90	10.00	5.87	6.60
20 - 29	**17.90**	**27.90**	**13.79**	**20.39**
30 - 39	14.80	42.70	11.58	31.97
40 - 49	9.10	51.80	8.53	40.50
50 - 59	8.10	59.90	8.86	49.36
60 - 69	9.50	69.40	11.90	61.26
70 - 79	**12.50**	**81.90**	**15.42**	**76.68**
80 - 89	**11**	**92.90**	**14.63**	**91.31**
90-100	7.10	100	8.69	100.00
Total	100		100	

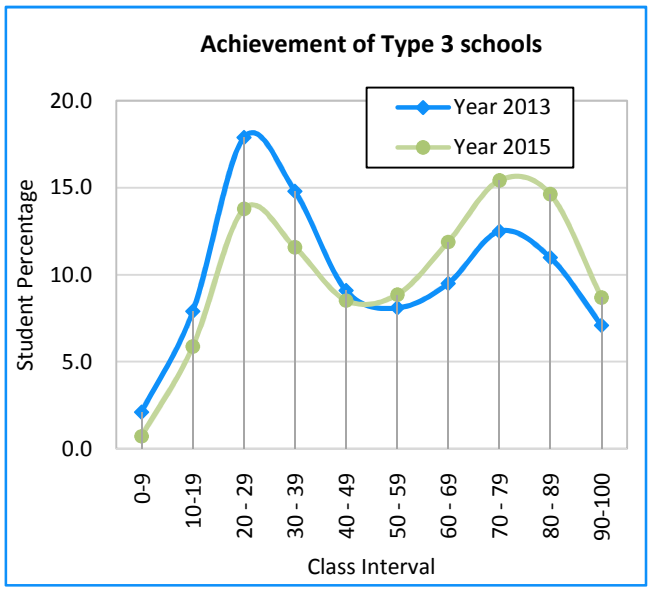

Fig. 5.25: Comparison of achievement of Type 3 schools – 2013 & 2015

A similar trend is observed in the performance of students in 1C schools in the year 2015. As Fig. 5.25 displays both curves are bi model. However, in 2015 the peak towards the right has increased and the peak towards the left has decreased.

This pattern is further explained through the cumulative percentage Table 5.16. As can be seen percentage of marks corresponding to the class interval 20-29 has decreased and the percentage of marks corresponding to 70-79 and 80-89 has increased.

Table 5.17: Comparison of achievement of 1C schools

Class Interval	1C - 2013		1C - 2015	
	Student %	Cumula-tive %	Student %	Cumula-tive %
0-9	1.5	1.5	1.04	1.04
10-19	6.9	8.4	7.38	8.42
20 - 29	**16.7**	**25.1**	**18.92**	**27.33**
30 - 39	12.3	37.4	14.88	42.21
40 - 49	8.8	46.2	9.64	51.85
50 - 59	8.2	54.4	9.67	61.52
60 - 69	11.1	65.5	10.41	71.93
70 - 79	14	79.5	12.37	84.30
80 - 89	**12.9**	**92.4**	**10.13**	**94.43**
90-100	7.6	100	5.57	100.00
Total	100		100	

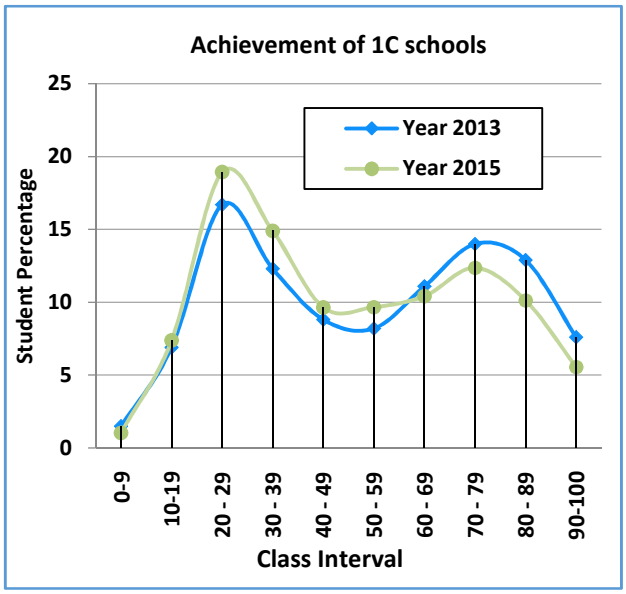

Fig. 5.26: Comparison of achievement of 1C schools – 2013 & 2015

In comparison to Type 3 schools in 1C schools the percentage of low performers scoring 20-29 has increased while the percentage that has scored between 80-89 has decreased.

Table 5.18: Comparison of achievement of Type 2 schools

Class Interval	Type 2 - 2013		Type 2 - 2015	
	Student %	Cumula - tive %	Student %	Cumula-tive %
0-9	1.5	1.5	1.4	1.40
10-19	7.9	9.4	8.08	9.49
20 - 29	**16.8**	**26.2**	**21.58**	**31.07**
30 - 39	13.2	39.4	16.28	47.35
40 - 49	9.9	49.3	10.09	57.44
50 - 59	9.5	58.8	9.11	66.55
60 - 69	10.2	69	9.52	76.07
70 - 79	13.1	82.1	10.4	86.47
80 - 89	**10.5**	**92.6**	**9.4**	**95.87**
90-100	1.5	1.5	1.4	1.40
Total	100		100	

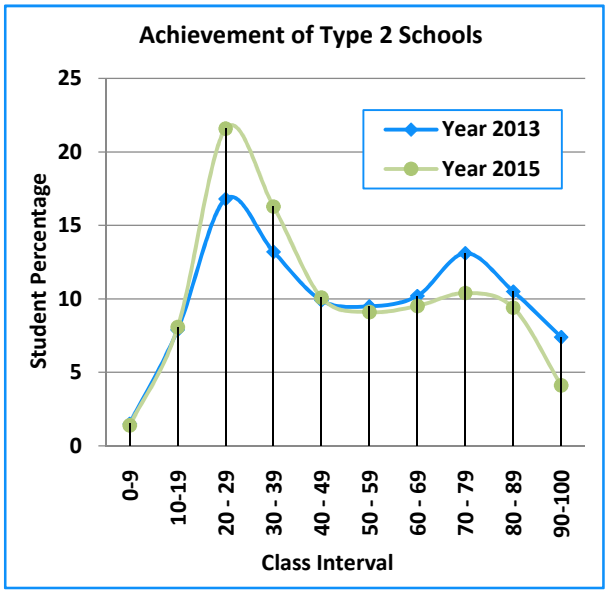

Fig. 5.27: Comparison of achievement of Type 2 schools – 2013 & 2015

A similar pattern can be observed in Type 2 schools as well. As Fig. 5.27 displays the peak towards the left has increased. Correspondently the percentage scoring 20-29 has increased. On other hand the peak towards the right has decreased and the percentage scoring between 80-89 has decreased.

5.12 Comparison of marks according to gender

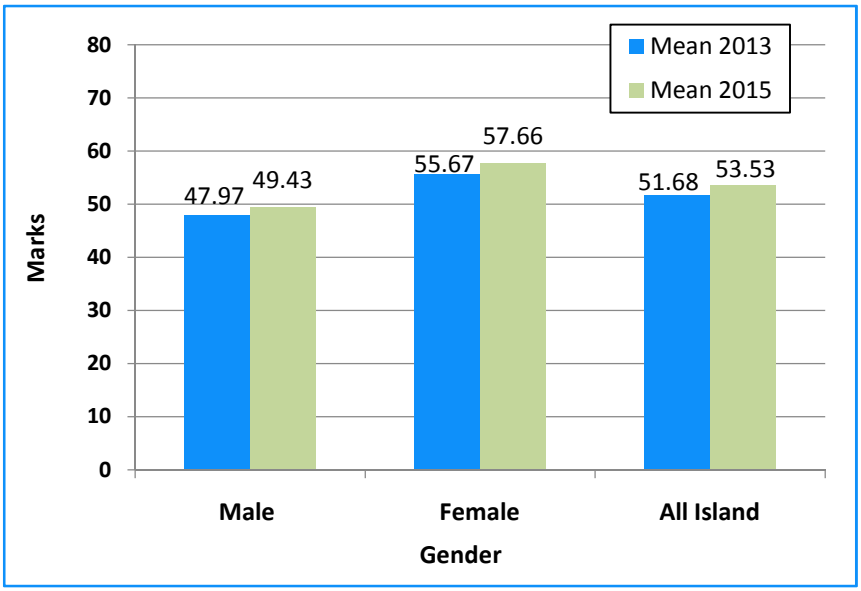

Fig. 5.28: All island comparison of mean values according to gender

As Fig. 5.28 indicates there is an increase in both male and female students' achievement in the year 2015. This increase is also seen in the cumulative percentage tables and the line graphs.

Table 5.19: Comparison of achievement of male students

Class Interval	Male - 2013		Male - 2015	
	Student %	Cumula - tive %	Student %	Cumula- tive %
0-9	2.08	2.08	1.23	1.23
10-19	9.23	11.31	7.69	8.92
20 - 29	**19.48**	**30.79**	**18.97**	**27.89**
30 - 39	14.40	45.19	14.08	41.97
40 - 49	9.29	54.48	9.39	51.36
50 - 59	8.40	62.88	9.02	60.38
60 - 69	9.40	72.28	10.47	70.85
70 - 79	12.2	84.5	12.60	83.46
80 - 89	9.35	93.92	10.61	94.07
90-100	6.08	100.00	5.93	100.00
Total	100		100	

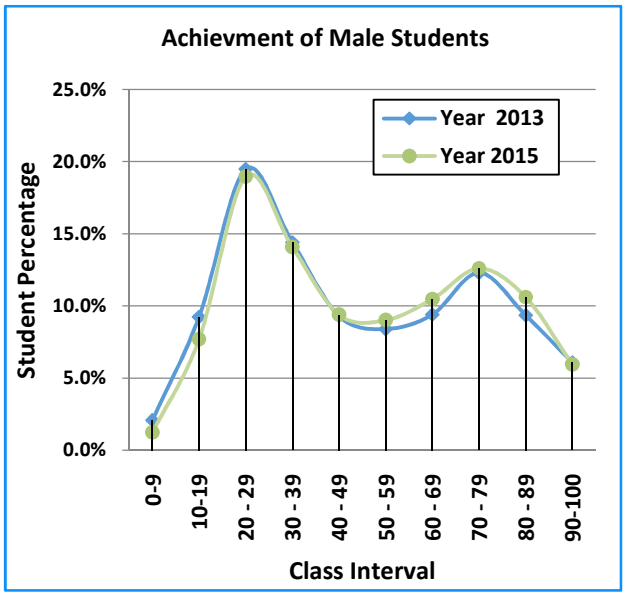

Fig. 5.29: Comparison of achievement of male students – 2013 & 2015

As Fig. 5.29 indicates there is only a very slight change in the shape of the two line curves. However, as Table 5.19 indicates the percentage of students scoring 20-29 has

decreased slightly. On the other hand the percentage scoring 80-89 has increased slightly.

Table 5.20: Comparison of achievement of female students

Class Interval	Female - 2013		Feale - 2015	
	Student %	Cumula - tive %	Student %	Cumula- tive %
0-9	1.08	1.08	0.61	0.61
10-19	5.70	6.78	4.57	5.18
20 - 29	13.73	20.51	12.61	17.79
30 - 39	11.96	32.47	11.34	29.13
40 - 49	9.11	41.58	8.54	37.67
50 - 59	9.00	50.58	9.14	46.80
60 - 69	11.45	62.03	11.75	58.55
70 - 79	14.22	76.25	15.27	73.82
80 - 89	14.26	90.51	16.11	89.94
90-100	9.49	100.00	10.06	100.00
Total	100		100	

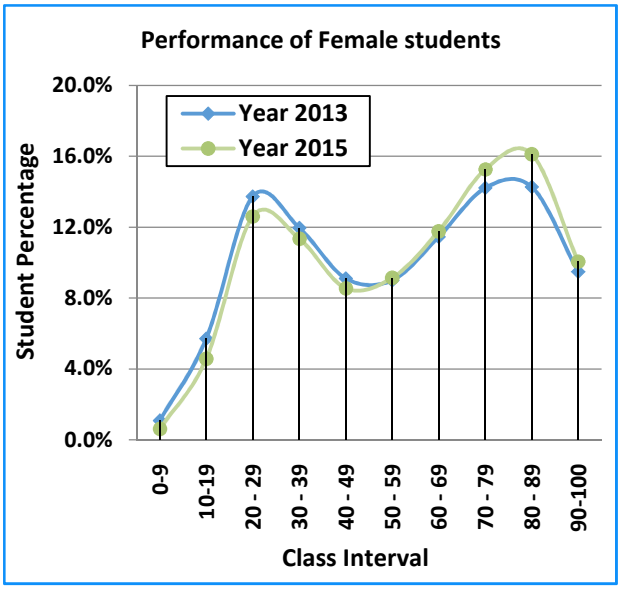

Fig. 5.30: Comparison of achievement of female students – 2013 & 2015

5.13 Comparison according to medium of instruction

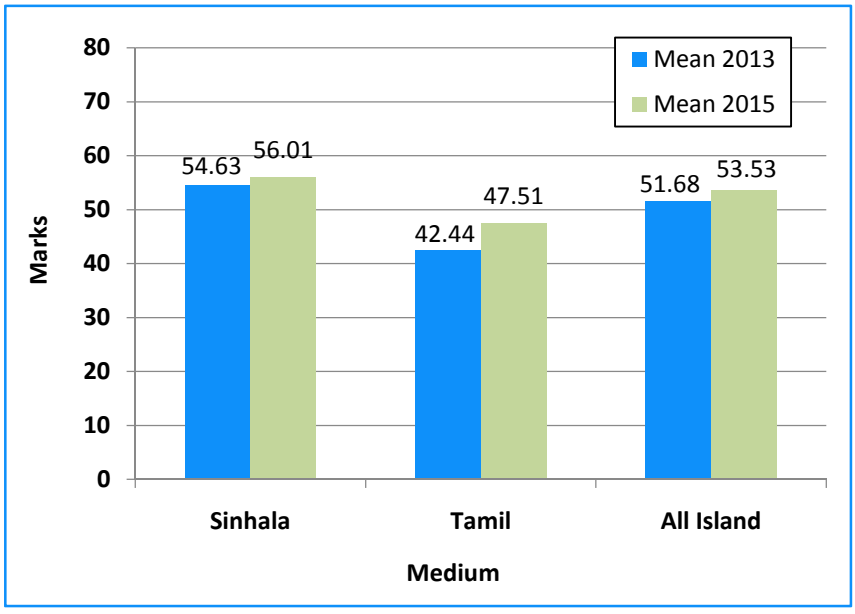

Fig. 5.31: All island comparison of mean values according to medium of instruction

As Fig. 5.31 displays achievement of both Sinhala and Tamil medium students has increased. However, the increase in the Tamil medium students is 5 points which is greater than the Sinhala medium students increase which is only 2 points.

These differences can be seen in the cumulative frequency table.

Table 5.21: Comparison of achievement of Sinhala medium students

Class Interval	Sinhala - 2013		Sinhala - 2015	
	Student %	Cumula - tive %	Student %	Cumula- tive %
0-9	1.17	1.17	0.66	0.66
10-19	5.70	6.87	4.65	5.31
20 - 29	14.50	21.37	13.98	19.29
30 - 39	12.65	34.02	11.92	31.21
40 - 49	9.18	43.20	8.67	39.88
50 - 59	8.90	52.10	8.99	48.87
60 - 69	10.90	63.00	11.90	60.77
70 - 79	14.40	77.40	15.40	76.17
80 - 89	13.94	91.34	14.96	91.13
90-100	8.66	100.00	8.87	100.00
Total	100		100	

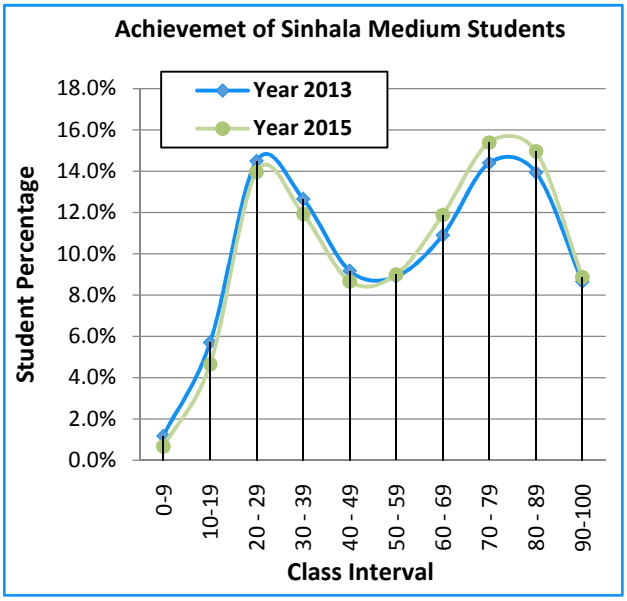

Fig. 5.32: Comparison of Achievement of Sinhala Medium Students – 2013 & 2015

As can be seen in Fig. 5.32 percentage of Sinhala medium students who has scored between 20-29 has dropped from 14.5 to 13.9. The high achievers between the class interval 80-89 has increased from 13.94 to 14.96 only. On the other hand the percentage of Tamil medium students between the class interval 20-29 has dropped from 23.55 to 19.80. The high achievers has increased from 5.59 to 9.81%.

Table 5.22: Comparison of achievement of Tamil medium students

Class Interval	Tamil - 2013		Tamil - 2015	
	Student %	Cumula - tive %	Student %	Cumula- tive %
0-9	2.95	2.95	1.49	1.49
10-19	12.97	15.92	9.41	10.90
20 - 29	23.55	39.47	19.80	30.70
30 - 39	14.95	54.42	14.46	45.16
40 - 49	9.27	63.69	9.63	54.79
50 - 59	7.98	71.67	9.28	64.07
60 - 69	8.61	80.28	9.37	73.44
70 - 79	9.39	89.67	10.68	84.12
80 - 89	5.59	95.26	9.81	93.93
90-100	4.74	100.00	6.07	100.00
Total	100		100	

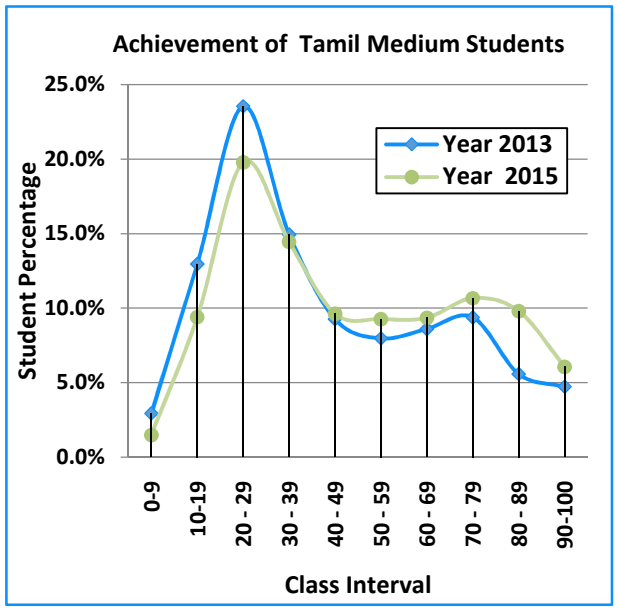

Fig. 5.33: Comparison of Achievement of Tamil Medium Students – 2013 & 2015

5.14 Comparison of marks according to location

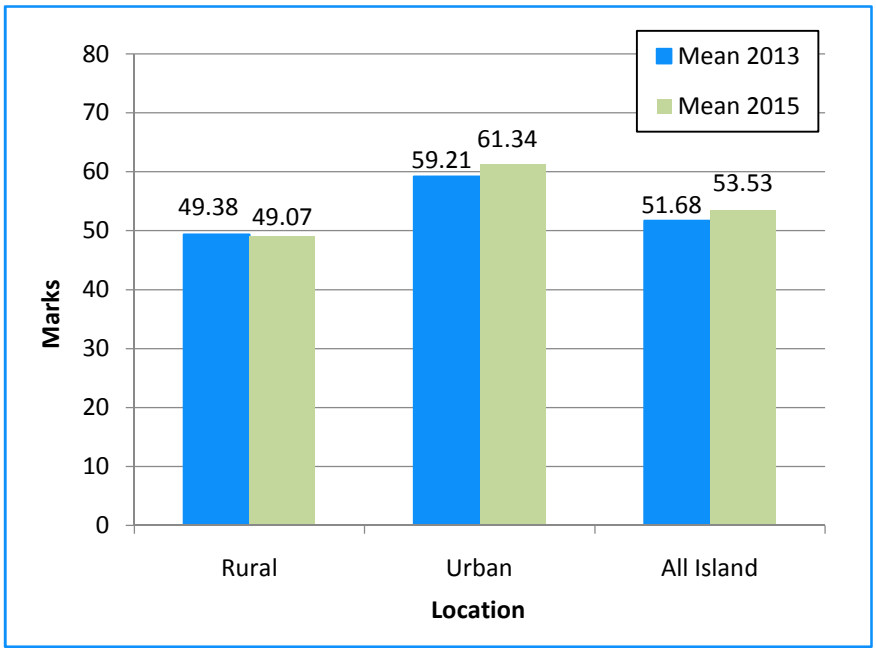

Fig. 5.34: All island comparison of mean values according to location

As can be seen from Fig. 5.34 the rural students' performance has decreased slightly while the urban students' performance has increased slightly. As a result the gap between the urban and rural students' performance has increased.

5.15 Skill analysis comparison

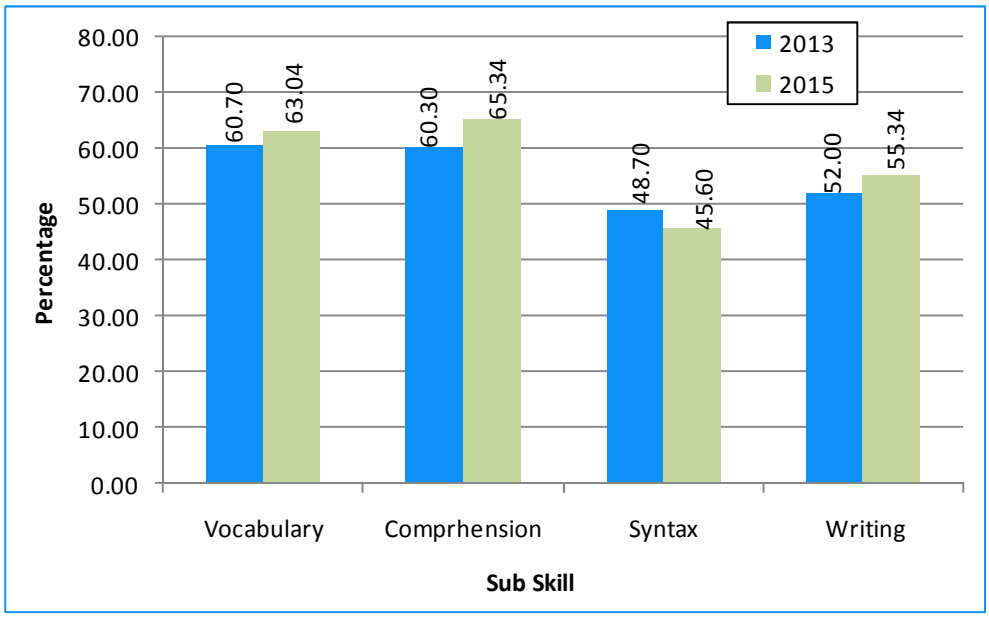

Fig. 5.35: Comparison of achievement of sub skills in English language

As Fig. 5.35 displays achievement in all subskills except in the achievement of syntax (grammar) has increased.

Table 5.23 indicates the comparison of the students' achievement in syntax questions in 2013 and 2015. Accordingly the students' correct esponses to question number 23, which relates to personal pronouns has been reduced considerably. This could have contributed much to the drop in achievemnt in syntax.

On the other hand students performance in question number 30 which relates to the third person singular present tense has been the lowest in both years.

Table 5.23: Trends in achievement in syntax

Question No.	Right/wrong answer	Year-2013	Year-2015	
		%	%	Change
Q21	0	54.10%	55.50%	+
	1	45.90%	44.50%	-
Q22	0	39.30%	38.20%	-
	1	60.70%	61.80%	+
Q23	0	33.30%	73.40%	+
	1	66.70%	26.60%	-
Q24	0	50.50%	50.40%	-
	1	49.50%	49.60%	+
Q25	0	49.40%	49.80%	+
	1	50.60%	50.20%	-
Q26	0	47.70%	45.70%	-
	1	52.30%	54.30%	+
Q27	0	53.60%	51.10%	-
	1	46.40%	48.90%	+
Q28	0	58.70%	56.10%	-
	1	41.30%	43.90%	+
Q29	0	53.80%	49.80%	-
	1	46.20%	50.20%	+
Q30	0	72.60%	74.00%	+
	1	27.40%	26.00%	-

The comparison of students' performance in the writing task is further analysed in Table 5.24.

Accordingly the percentage of grammatically correct and one word answers has increased for each response in the year 2015. This has contributed positively to the over all performance in writing.

Table 5.24: Trends in analysis of writing skills

Question No	Writing	Year 2013	Year 2015	Change
31	Grammatically Correct	32.85%	35.08%	+
	One Word Answer	32.78%	33.85%	+
	Incorrect	24.04%	20.86%	-
	Not Attempted	10.33%	10.21%	-
32	Grammatically Correct	16.29%	19.91%	+
	One Word Answer	29.43%	27.70%	-
	Incorrect	39.75%	37.55%	-
	Not Attempted	14.53%	14.84%	-
33	Grammatically Correct	22.71%	24.57%	+
	One Word Answer	31.07%	31.82%	+
	Incorrect	31.56%	28.37%	-
	Not Attempted	14.66%	15.24%	+
34	Grammatically Correct	19.91%	22.31%	+
	One Word Answer	29.31%	29.46%	+
	Incorrect	34.23%	30.49%	-
	Not Attempted	16.55%	17.75%	+
35	Grammatically Correct	20.18%	22.60%	+
	One Word Answer	29.88%	29.97%	+
	Incorrect	32.57%	29.24%	-
	Not Attempted	17.37%	18.20%	+

However, the overall achievement of the writing skill is weak. The grammatically correct sentences for each item from question 31-35 is less than 40%. Therefore, the analysis confirms the need to reformulate the ELCs as discussed in section 5.8.

Since there are no ELCs related to writing except to write the students name it is not clear whether students are expected to write complete sentences. On the other hand the grade 4 syllabus the activities in the text book and work book demands that students write sentences. This mismatch may have affected students writing.

5.16 Summary

Part I of 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.

Part II described the trends in achievement between 2013 and 2015.

It could be concluded that there is disparity in achievement of learning outcomes in the learning of English Language. However, the trend observed is that overall there is an increase in student performance.