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**Investigating Reading and Writing Performances and Language Use at Upper Primary School Level of ESL Students with Telugu as Mother Tongue**

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**Abstract:** This study aimed at investigating the challenges and problems in the development of Reading and writing skills such as Read the text carefully, Read the silent letter words aloud, match the parts of the sentences to make meaningful sentences, and choose the correct synonym of underlined words. Under Writing select the correct choice of the words, select correct preposition from the given in the brackets, formation of plural nouns, select the correct word from the choice given in brackets, and provide the verb form with corresponding sense required (proper use of Grammar laid in the curriculum) in upper primary level students. For the purpose of the study three hundred students from different schools of Andhra and Telangana has been selected. Initially for pilot study the schools of Andhra Pradesh and Telangana areas were listed, within that among these two areas were selected on the basis of the high frequency literacy rate of education competitively to the state literacy rates linearly Andhra 67% and Telangana 64% (Current status), If we see United Andhra Pradesh 67% according to 2011. Based on that ten schools were selected for the study, each study area the study keeping in mind the convenience and administration support. A questionnaire with ten variables was utilized as the instruments of the study. The findings revealed that Telugu ESL students have problem in Reading and writing tasks especially in language use. The study reveals some problems and practical methods in order to cope with Reading and writing difficulties.

**Keywords:** Reading skill, Writing skill, English Second Language, Curriculum, Performances

**1. Introduction**

The main emphasis of the paper is to understand the English Second Language (ESL) Reading and writing problems and language use at Upper Primary School level. In the recent national curriculum review popularly known as National Curriculum Framework-2005 (NCF) brings out the issue of English language as a subject of study and medium of instruction at 1<sup>st</sup> class onwards. It further says that “The level of introduction of English has now become a matter of political response to people aspirations rendering almost irrelevant an academic debate on the merits of very early introduction.” State of United Andhra Pradesh introduced English subject as second language from 3<sup>rd</sup> class in the government schools of United Andhra Pradesh from the academic year 2008-2009.

The government of Andhra Pradesh introduced English subject as second language from 1st class in the government schools in the state of United Andhra Pradesh from the academic year 2011-2012. This subject of the study is based on Language as an increasingly important area in applied linguistics is often regarded as a skill rather than knowledge itself. It is generally understood to be a matter of doing than of knowing. While absorbing the mother tongue, the first skill that a child acquires is the ability to understand the spoken word, involving the skill of listening. As a progress, the child tries to reproduce these sound sequences to express his/her own desires and needs and thereby acquires the skill of speaking. Hence, these two basic skills can be said, constitute one’s language ability. On the other hand, though qualified as secondary, it is worth noting that the abilities reading and writing are significant, illustrating matters of literacy

It is a systematic process of recoding speech sounds through a symbol system (alphabets). It is a learned skill, not an acquired one. It requires training in the art of Reading and writing. In both an individual's life and in the life of mankind, Reading and writing comes after a speech. In human history, these came on later stage while speech was the first medium of communication. Most of us have difficulty in writing because it seems to require more efforts in terms of care, and in terms of thought, than speaking does. Speaking is spontaneously in most cases, whereas Reading and writing always carries with it the notation of correctness of grammar uses, of appropriate expression and comprehension on the reader's side, which are aspects that make it difficult for us in terms of effort and time.

## **2. Investigating Reading and Writing performances and Language Use at Upper Primary School Level**

Reading is getting meaning from the printed page. Actually there are no meanings on the printed page. There are only symbols that stand for meanings. Printed symbols are such can only stimulate recall of familiar concepts. New meanings come from the manipulation concepts recalled by the reader. According to the Bond and Thinker (1957), reading involves the recognition of written or printed symbols which serve as stimuli for recall of meanings built up through the readers past experience. New meanings are derived through manipulation of concepts already with reader's possession.

Writing has been regarded as an alternative medium of language, as it gives permanence to utterances. Applied linguistics inherited the view of language as speech and writing as an orthographic. Many people would say that writing is an inaccurate representation of speech. Though there can never be one satisfactory answer for writing, the following points will be provided with some idea. Lado (1971: 222) points out "writing is a graphic representation of a language. Pictures or symbols do not constitute writing unless they form a system representing the units of language and those patterns can be grasped by the reader". The message is conveyed through the written medium by the use of conventional graphemes. An authentic communication takes place through a universal activity.

Language is a storehouse of knowledge having many dimensions of production and reception, so a standard system is needed to record a language in coded form. Writing is a form of encoded symbols in the form of print or impression.

## **3. Research Questions**

Firstly we ask what is the empirical relationship between Telugu ESL students Reading and writing problem with English as a subject? This question allows us to test whether there is more congruence of Telugu as mother tough than English as subject of learning. We ask: has the congruence between ESL students Reading and writing problems and origins of Telugu students in increased more in rural areas than urban areas? Finally, to analyse the interaction of ESL students and origins of government upper primary schools with reference to the parental education and income on specific outcomes of students' performance in Reading and writing skills, We ask do Telugu ESL students find it harder to learn English as a subject at upper primary level in government run schools.

## **4. Data and Measurement**

For the final try out of the study three hundred students from different schools of Andhra Pradesh and Telangana are selected. Initially the schools of the Andhra Pradesh and Telangana areas

were listed, within that among these Two areas were selected randomly for pilot study on the basis of the high frequency literacy rate of education competitively to the states literacy rate linearly 67% and 64% (United Andhra Pradesh 2011). Based on that ten schools were selected for the study, each study area the study keeping in mind the convenience and administration support.

### 5. Methods

In the study multi stage cluster sampling approach<sup>1</sup> has been adopted. In the first stage of sampling selection is based on schools located in urban and rural with high proficiency rate of English language. To ensure there would be enough students for the each type of school to collect data and compare by groups, all public upper primary schools of Andhra and Telangana were divided into two groups. Schools were selected ascending and descending order. In the Second stage a structured questionnaire has been distributed to the students to collect data related to English Reading and writing skills. Then a sample of students in each selected section has been chosen to conduct written test by applying random sampling method. Under Reading and writing, there are five indicators are used for understanding their ability of Reading and writing process. Further, the researcher also makes clear picture between rural and urban school students' performance from the selected indicators.

### 6. Results and Analysis

We employ two techniques to analyze classified tables to study the association between student in schools and parental background in learning English as a subject at government run Upper Primary Schools in Andhra and Telangana. To do this systematically to address the problems of Telugu ESL Reading and writing performance, the researcher carefully designed his questionnaire and followed two methods to obtain information. For the purpose schematic representation of the reading and Writing tests was conducted by using the questionnaire method. The following table gives you a clear picture of schematic representation of reading and writing skills of students.

**Table 1.1** A schematic representation of the reading tests used in the questionnaire to obtain the students' reading performance through the following indicators is given below.

Tools used	Purpose served
1. Read the text carefully	Fluency and accuracy test skill and Exactness
2. Read the words aloud	The ability to spell words correctly
3. Complete the sentence by given options	The ability to comprehension
4. Match the parts of sentences to make meaningful sentences	The ability to make complete sense
5. Choose the correct synonym of underlined words	The ability to locate similarity

<sup>1</sup> Cluster sampling is a sampling technique used when natural groupings are evident in a statistical population. In this technique, the total population divided into these cluster/groups and a sample of the groups is selected. The cluster should be jointly exclusive and collectively full. In single stage cluster sampling, all the elements from each of the selected cluster are used. In multi-stage cluster sampling, a random sampling technique is applied to the elements from the each of the selected clusters

**Table 1.2** A schematic representation of the writing tests used in the questionnaire, to obtain the students' writing performance through following indicators

1. select the correct choice of article	The ability to comprehend the Meaning of the test
2. Spelling test	The ability to fill the Missing letters
3. Opposite word test	The ability to write Opposite word
4. Sentence comprehensive test	The ability to arranges the words it to meaningful sentence
5. Test of abstract	The ability recognizes the miss-fit words logically

**Source: Field Data Repots**

**TABLE 1-3 Class wise Distribution of the Students**

Age	Class wise Distribution of Students						Total
	5 <sup>th</sup> class Rural	5 <sup>th</sup> class Urban	6 <sup>th</sup> class Rural	6 <sup>th</sup> class Urban	7 <sup>th</sup> class Rural	7 <sup>th</sup> class Urban	
10	50	50	0	0	0	0	100
11	0	0	50	50	1	1	101
12	0	0	1	0	30	33	64
13	0	0	0	0	19	16	35
<b>Total</b>	50	50	50	50	50	50	300

Source: Based on Field Study

The Table, 5-1 displays the area, age and the number of students involved in the research study. This study was conducted in different schools situated in urban and rural regions. The samples of the students were the same in both the areas and ten students were randomly selected from each class of upper primary schools of Guntur district of Andhra Pradesh.

The above table displays the age range of the students according to their classes. It can be observed that the total number of students is same in 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> classes. However, the age range of students is different from each class and within the class.

**TABLE 1-4 Gender Wise Distribution of the Students**

Area	Gender		Total
	Female	Male	
5 <sup>th</sup> class Rural	30	20	50
5 <sup>th</sup> class Urban	20	30	50
6 <sup>th</sup> class Rural	30	20	50
6 <sup>th</sup> class Urban	25	25	50
7 <sup>th</sup> class Rural	25	25	50
7 <sup>th</sup> class Urban	25	25	50
Total	155	145	300

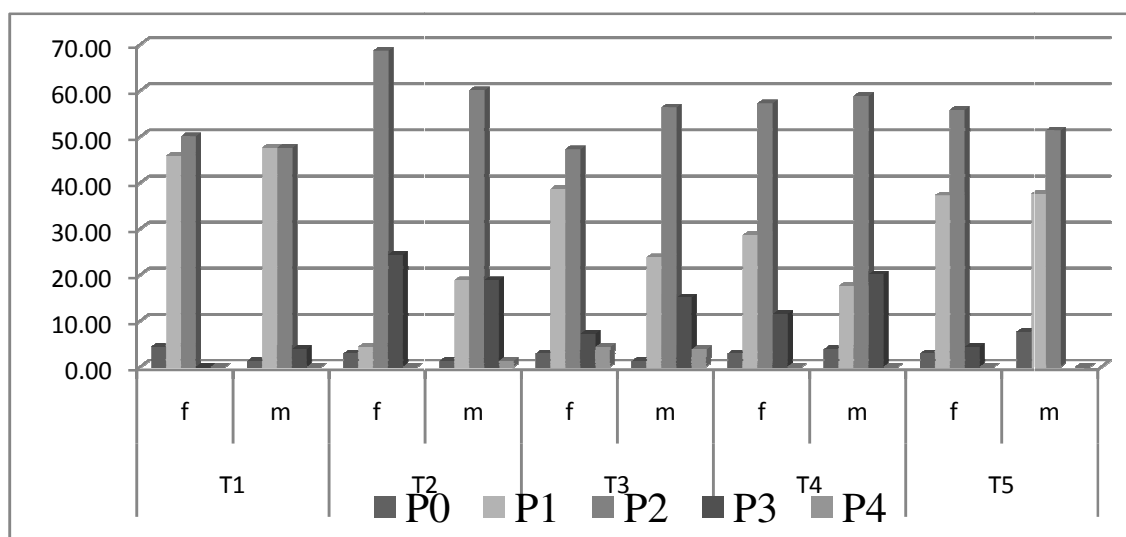
Source: Based on Field Study

Table 5-2 displays the distribution of students of different classes and their participation in the investigation/ research. The table shows that an equal number of the students from rural and urban, where 145 boys and 155 girls have participated in this research. The distribution is

maintained in accordance with the gender aspect and in rural-urban ratio, as shown strictly by the numbers: 150 students from rural and 150 students from urban randomly selected for the study.

**TABLE 1-5 Rural Writing Test Scores in all Classes**

Rural writing test performance in all classes												
Gender/ Exercise		0	%	1	%	2	%	3	%	4	%	Total
Test-1	f	1	1.18	34	40.00	37	43.53	8	9.41	5	5.88	85 100
	m	5	7.69	28	43.08	19	29.23	9	13.85	4	6.15	65 100
Test-2	f	14	16.47	39	45.88	28	32.94	4	4.71	0	0.00	85 100
	m	5	7.69	28	43.08	25	38.46	5	7.69	2	3.08	65 100
Test-3	f	8	9.41	26	30.59	39	45.88	8	9.41	4	4.71	85 100
	m	3	4.62	19	29.23	31	47.69	8	12.31	4	6.15	65 100
Test-4	f	3	3.53	46	54.12	36	42.35	0	0.00	0	0.00	85 100
	m	2	3.08	28	43.08	31	47.69	3	4.62	1	1.54	65 100
Test-5	f	2	2.35	29	34.12	34	40.00	14	16.47	6	7.06	85 100
	m	1	1.54	20	30.77	30	46.15	9	13.85	5	7.69	65 100



Histogram 1-5

As we observe, Tables from 5-24 display the rural respondents writing test scores of five tests, four sub-writing tests include boys and girls. Out of them 1.18% girls and 7.69% boys scored zero, 40% girls and 43.8% boys scored one, 43.53% girls and 29.23% boys scored two, 9.41% girls and 13.85% boys scored three, 5.8% girls and 6.15% boys scored four in the test. Out of 150 students 85 (56.6%) girls and 65 (43.3%) boys scored marks in the writing test-1. Comparatively, girls scored higher than boys.

The respondents' rural writing test scores of second test include boys and girls. Out of them 16.47% girls and 7.69% boys scored zero, 45.88% girls and 43.08% boys scored one, 32.94% girls and 38.46% boys scored two, 4.71% girls and 7.69% boys scored three marks, 0% girls and 3.8% boys scored four in the test. Out of 150 students 85 (56.6%) girls and boys 65 (43.3%) scored marks in the writing test-2. Comparatively, girls scored higher than boys.

The respondents' rural writing test scores of third test include boys and girls. Out of them 9.41% girls and 4.62% boys scored zero, 30.59% girls and 29.23% boys scored one, 45.88% girls and 47.69% boys scored two, 9.41% girls and 12.31% boys scored three, 4.71% girls and 6.15% boys scored four marks in the test. Out of 150 students 85 (56.6%) girls and 65 (43.3%) boys scored marks in the writing test-3. Comparatively, girls scored higher than boys.

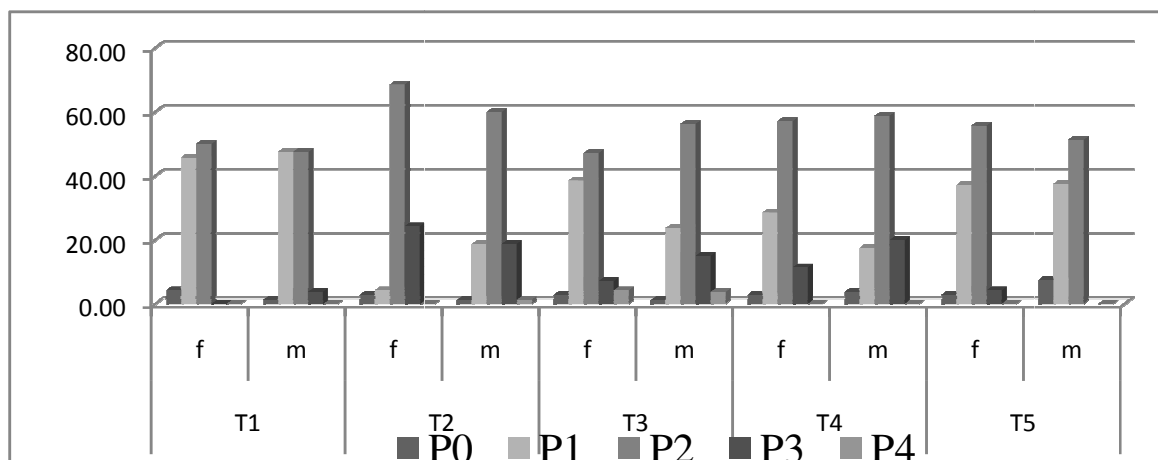
The students' rural writing test scores of fourth test include boys and girls. Out of them 3.53% girls and 3.08% boys scored zero mark, 54.12% girls and 43.08% boys scored one mark, 42.35% girls and 47.69% boys scored two marks, 0% girls and 4.62% boys scored three marks, 0% girls and 1.54% boys scored four marks in the test. Finally, Out of 150 students 85 (56.6%) girls and 65 (43.3%) boys scored marks in the writing test-4. Comparatively, girls scored higher than boys.

The respondent' rural writing test scores include girls and boys. Out of them 2.35% girls and 1.54% boys scored zero, 34.12% girls and 30.77% boys scored one, 40% girls and 46.15% boys scored two, 16.47% girls and 13.85% boys scored three, 7.06% girls and 7.69% boys scored four in the test. Finally, Out of 150 students 85 (56.6%) girls and 65(43.3%) boys scored marks in the writing test-5. Comparatively, girls scored higher than boys.

**TABLE 1-6 Urban Writing Test Scores in all Classes**

Urban writing test performance in all classes													
Gender/EXC		0	%	1	%	2	%	3	%	4	%	Total	%
Test-1	f	1	1.43	2	2.86	47	67.14	17	24.29	3	4.29	70	100
	m	1	1.25	11	13.75	49	61.25	11	13.75	8	10.00	80	100
Test-2	f	0	0.00	19	27.14	35	50.00	16	22.86	0	0.00	70	100
	m	1	1.25	19	23.75	43	53.75	15	18.75	2	2.50	80	100
Test-3	f	3	4.29	12	17.14	38	54.29	12	17.14	5	7.14	70	100
	m	0	0.00	10	12.50	50	62.50	16	20.00	4	5.00	80	100
Test-4	f	1	1.43	16	22.86	47	67.14	6	8.57	0	0.00	70	100
	m	0	0.00	18	22.50	53	66.25	8	10.00	1	1.25	80	100
Test-5 nt	f	1	1.43	12	17.14	30	42.86	19	27.14	8	11.43	70	100
	m	0	0.00	21	26.25	37	46.25	18	22.50	4	5.00	80	100

Source: Based on Field Study



Histogram 1-6

As we observe, Tables from 5-24 display the urban respondents writing test scores of five tests, four sub-writing tests include boys and girls. Out of them 1.43% girls and 1.25% boys scored zero, 2.86% girls and 13.75% boys scored one, 67.14% girls and 61.25% boys scored two, 24.29% girls and 13.75% boys scored three, 4.29% girls and 10% boys scored four in the test. Finally, Out of 150 respondents' girls 70 (46.6%) and boys 80 (53.3%) scored marks in the writing test-1. Comparatively, boys scored higher than girls.

Writing test-II, where the urban respondents writing test scores of second test include boys and girls. Out of them 0% girls and 1.25% boys scored zero, 27.14% girls and 23.75% boys scored one, 50% girls and 53% boys scored two, 22.86% girls and 18.75% boys scored three, 0% girls and 2.50% boys scored four marks in the test. The respondents among 150, 70(46.6%) girls and 80 (53.3%) boys scored marks in the second test. Comparatively in the second test boys scored higher than girls.

Writing test-III, where urban respondents scored marks in percentage among girls and boys. Out of them 4.29% girls and 0% boys scored zero, 17.14% girls and 12.50% boys scored one, 50.29% girls and 62.50% boys scored two, 17.14% girls and 20% boys scored three, 7.14% girls and boys 5% girls scored four in the test. The respondents among 70 (46.6%) girls 80 (53.3%) boys scored marks in third test. Comparatively in third test boys scored higher than girls.

Writing test-IV, where urban respondents scored marks in percentage among girls and boys. Out of them 1.43% girls and 0% boys scored zero, 22.86% girls and 22.50% boys scored one, 67.14% girls and 66.25% boys scored two, 8.57% girls and 10% boys scored three, 0% girls and 1.25% boys scored four in the test. The respondents among 70 (46.6%) girls and 80 (53.3%) boys scored marks in the fourth tests. Comparatively in fourth test boys scored higher than girls.

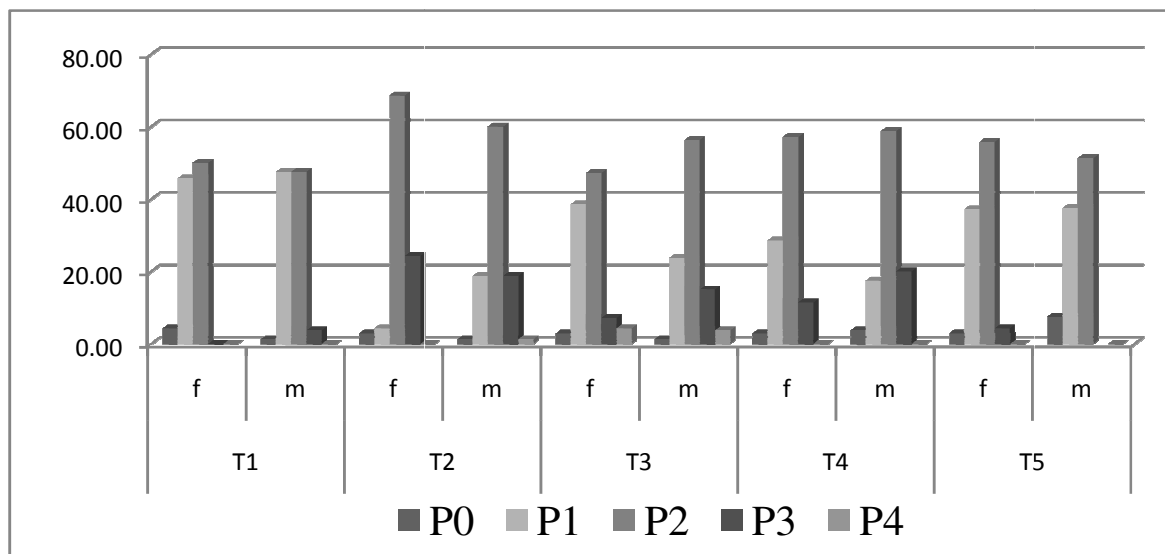
Writing test-V, where urban respondents scored marks in the reading tests percentage include girls and boys. Out of them 1.43% girls and 0% boys scored zero, 17.14% girls and 26.25% boys scored one, 42.86% girls and 46.25% boys scored two, 27.14% girls and 22.50% boys scored

three, 11.43% girls and 5% boys scored four. Finally, Out of 150 respondents' girls 70 (46.6%) and boys 80 (53.3%) scored marks in the writing test-V. Comparatively, boys scored higher than girls.

**TABLE 1-7 Rural Reading test performance in all classes**

Rural Reading test Scores in all classes													
Gender/EXC	0	%	1	%	2	%	3	%	4	%	Total	%	
Test-1	f	19	22.35	42	49.41	24	28.24	0	0.00	0.00	85	100.00	
	m	11	16.92	34	52.31	18	27.69	2	3.08	0.00	65	100.00	
Test-2	f	9	10.59	29	34.12	37	43.53	10	11.76	0	85	100.00	
	m	7	10.77	17	26.15	32	49.23	7	10.77	2	3.08	65	100.00
Test-3	f	8	9.41	48	56.47	23	27.06	3	3.53	3	3.53	85	100.00
	m	4	6.15	27	41.54	29	44.62	4	6.15	1	1.54	65	100.00
Test-4	f	7	8.24	47	55.29	26	30.59	5	5.88	0.00	85	100.00	
	m	5	7.69	36	55.38	16	24.62	8	12.31	0.00	65	100.00	
Test-5	f	15	17.65	41	48.24	29	34.12	0	0.00	0.00	85	100.00	
	m	10	15.38	35	53.85	17	26.15	3	4.62	0.00	65	100.00	

Source: Based on Field Study



Histogram 1-7

As we observe, Tables from 5-26 display the rural respondents reading test scores of five tests, four sub-reading tests include boys and girls. Out them 22.35% girls and 16.92% boys scored zero, 49.41% girls and 52.31% boys scored one, 28.24% girls and 27.69% boys scored two marks, 0% girls and 3.08% boys scored three. No girls and boys were able to score four marks in the test. Finally, Out of 150 students' 85 (56.6%) girls and 65 (43.3%) scored marks in the reading test-I. Comparatively, girls scored higher than boys.



Reading test-II, where students' scored marks in percentage include girls and boys. Out of them 10.59% girls and 10.77% boys scored zero, 34.2% girls and 26.15% boys scored one, 43.53% girls and 49.23% boys scored two, 11.76% girls and 10.77% boys scored three, 0% girls and 3.8% boys scored four in the test. Out of 150 students' 85 (56.6%) girls and 65 (43.3%) scored marks in the reading test-II. Comparatively, girls scored higher than boys.

Reading test-III, where students scored marks in percentage include girls and boys. Out of them 9.41% girls and 6.15% boys scored zero, 56.48% girls and 41.54% boys scored one, 27.06% girls and 44.62% boys scored two, 3.53% girls and 1.54% boys scored three, 3.53% girls and 1.54% boys scored four in the test. Out of 150 students' 85 (56.6%) girls and 65 (43.3%) scored marks in the reading test-III. Comparatively, girls scored higher than boys.

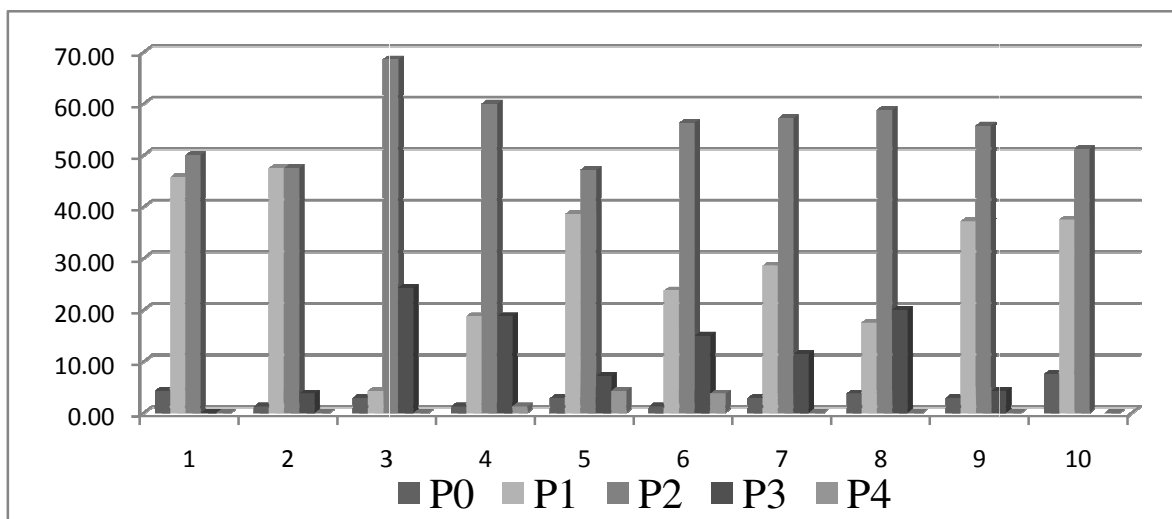
Reading test-IV, where students scored marks in percentage include girls and boys. Out them 8.24% girls and 7.69% boys scored zero, 55.29% girls and 55.38% boys scored one, 30.59% girls and 24.62% boys scored two, 5.88% girls and 12.31% boys scored three marks. However, no students' were able to score four in the test. Finally, out of 150 students' 85(56.6%) girls and 65(43.3%) scored marks in the reading test-IV. Comparatively, girls scored higher than boys.

Reading test-V, where students scored marks in percentage include girls and boys. Out of them 17.65% girls and 15.38% boys scored zero, 48.24% girls and 53.85% boys scored one, 34.12% girls and 26.15% boys scored two, 0% girls and 4.62% boys scored three in the test. However, no students were able to score four marks in the test. Finally, out of 150 students' 85 (56.6%) girls and 65 (43.3%) scored marks in the reading test-V. Comparatively, girls scored higher than boys.

**TABLE 1-8 Urban Reading Test Scores of Marks in all Classes**

Urban Reading test performance in all classes													
Gender/EXC	0	%	1	%	2	%	3	%	4	%	Total	%	
Test-1	f	3	4.29	32	45.71	35	50.00	0	0.00		0.00	70	100.00
	m	1	1.25	38	47.50	38	47.50	3	3.75		0.00	80	100.00
T-2	f	2	2.86	3	4.29	48	68.57	17	24.29	0	0.00	70	100.00
	m	1	1.25	15	18.75	48	60.00	15	18.75	1	1.25	80	100.00
T-3	f	2	2.86	27	38.57	33	47.14	5	7.14	3	4.29	70	100.00
	m	1	1.25	19	23.75	45	56.25	12	15.00	3	3.75	80	100.00
T-4	f	2	2.86	20	28.57	40	57.14	8	11.43		0.00	70	100.00
	m	3	3.75	14	17.50	47	58.75	16	20.00		0.00	80	100.00
T-5	f	2	2.86	26	37.14	39	55.7	3	4.29		0.00	70	100.00
	m	6	7.50	30	37.50	41	51.25	3	3.75		0.00	80	100.00

Source: Based on Field Study



Histogram 1-8

As we observe, Tables from 5-27 display the urban respondents reading test scores of five tests, four sub-reading tests include girls and boys. Out of them 4.29% girls and 1.25% boys scored zero, 45.71% girls and 47.50% boys scored one, 50% girls and 47.50% boys scored two, 0% girls and 3.75% boys scored three in the test. However, no students were able to score four. Finally, out of 150 students' 70 (46.6%) girls and 80 (53.3%) boys scored marks in the reading test-I. Comparatively, boys scored higher than girls.

Reading test- II, where respondents scored marks in percent include girls and boys. Out of them 2.86% girls and 1.25% boys scored zero, 4.29% girls and 18.75% boys scored one, 68.57% girls and 60% boys scored two, 24.49% girls and 18.75% boys scored three, 0% girls and 1.25% boys scored four in the test. Finally, out of 150 students' 70 (46.6%) girls and 80 (53.3%) boys scored marks in the reading test-II. Comparatively, boys scored higher than girls.

Reading test- III, where respondents scored marks in percent among girls and boys. Out of them 2.86% girls and 1.25% boys scored zero, 38.57% girls and 23.75% boys scored one, 47.14% girls and 56.25% boys scored two, 17.14% girls and 15% boys scored three, 4.29% girls and 3.75% boys scored four in the test. Finally, out of 150 students' 70 (46.6%) girls and 80 (53.3%) boys scored marks in the reading test-III. Comparatively, boys scored higher than girls.

Reading test - IV, where respondents scored marks in percentage include girls and boys. Out of them 2.86% girls and 3.75% boys scored zero, 28.57% girls and 17.50% boys scored one, 57.14% girls and 58.75% boys scored two, 11.43% girls and 20% boys scored three in the test. However, no respondents were able to score four in the test. Finally, out of 150 students' 70 (46.6%) girls and 80 (53.3%) boys scored marks in the reading test-IV. Comparatively, boys scored higher than girls.

Reading test -V, where respondents scored marks in percent include girls and boys. Out of them 2.86% girls and 7.50% boys scored zero, 37.14% girls and 37.50% boys scored one, 55.7% girls and 51.25% boys scored two, 4.29% girls and 0% boys scored three in the test. However, no

respondents were able to score four in the test. Finally, out of 150 students' 70 (46.6%) girls and 80 (53.3%) boys scored marks in the reading test-4. Comparatively, boys scored higher than girls

### Remarks

The above results are computed based on the data collected, in terms of rural and urban, girls and boys, the performance is shown in the tables based on the data findings. The study is based on case study for which survey and questionnaires have been used as data gathering techniques. The study is conducted to cover 300 students in the district of Guntur of Andhra Pradesh and Ranga Reddy. During the study, different units i.e., Rural and Urban, Gender, and students class-wise performance have been examined to know or investigate Language 'Problems of Reading and writing skills in English among the students of upper primary classes'.

It is known earlier that, earlier not much emphasis was laid upon studies like, the performance of English language skills in areas like the Government schools. This study involves government schools both in urban and rural areas of A.P. The performance shown by the students depicted by the data was quite interesting and demands explanation. When we skim through the overall responses it is found that the rural respondents have scored 0, 1 marks, which is the highest among them, where as the urban respondents have scored 2, 3 marks, which is high in percent, compared to rural. However the overall percentage of marks scored by the respondents from both the areas is low in percentage.

According to the data, reading and writing skills of Telugu ESL students in government run Upper Primary Schools are gaining class-by-class momentum slowly.

when it comes to the performance between government schools in urban and rural selected areas of A.P, the performance shown by the data was quite competitive and overall performance of the both the areas are very low percentage. The performance of the rural students competing to get zero marks. The zero mark secured rural students' are very high in both girls and boys. The findings of the study shows that the zero marks secured student are very less in urban locality than rural.

The performance of the rural students one mark secured students' are better than urban, and urban students' performance is better than rural in 2, 3 marks and hardly 4. Significantly urban students' performance is better than rural, they might be due to better facilities in urban schools, getting inspiration by neighbor students, awareness of the parents and their better environments.

There was no significant difference between boys and girls, and rural and urban in the mean below average performance of reading and writing. If we observe the data in certain areas in reading namely reading the test, match the words, and circle the misfit word, and simultaneously In writing test there was close interrelation among vocabulary, filling the gaps, and missing letters, in that areas the students' performance is average.

The grade (5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup>) differences were significant with respect to reading and writing tests of students. The test score increased with the increase of the grades level. The students of higher classes' students performed better than the students of the lower classes. This is due to the number of years in schooling and the increasing difference in maturity level. Positive relationship between tests of the students and the type of area they lived in. The performance of the pupil who lived in an urban area with surrounding environments and facilities available in schools was better understanding was leads to better performance of the students. But final result

are rural students overall performance is below average and urban students performance is quite average.

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