Chapter 6

Data Analysis and Interpretation

6.0 Introduction

"Research data, unlike other types of information, is collected, observed, or created, for purposes of analysis to produce original research results." ("Edinburgh University" 5) In this regard, ZoltanDornyei has mentioned Brown's point on research as "having collected our data is half the battle, and now we must address the other half, the processing of the stacks of completed questionnaires or tests or multiple pages of our notes of various quantitative scores." (198)

For a successful research, an appropriate selection of method and systematic process with well defined tools are needed. The researcher statistically analyzed the data collected from the pre and Posttest of the experimental and control group to find out the effectiveness of the module prepared based on the Additive Bilingual Approach in developing the primary level ESL learners' listening, speaking and reading skills.

6.1 Tools Used for Analysis:

The following statistical tools were used to analyze the data of the Pretest and Posttest conducted in the six government schools in Coimbatore selected for study:

1. Mean and Standard Deviation
2. Paired Sample t- Test
3. One-Way ANOVA (Analysis of Variance)

6.2 Purpose of the Tools Used:

1. Mean and Standard deviation are used to find out the average score and the standard deviation of the scores in Reading and Speaking skills.

2. Paired Sample t-Test is to compare the mean score of each school from the Pre and Posttest.
3. One-Way ANOVA (i.e. Analysis of Variance) is used to find out the significant difference among the students of the six select government schools in the Pre and Posttest in Reading and Speaking skills.

6.3 Statistical Assessment and Results:

SPSS Software is used to statistically assess the data and to get the following results

6.4 Reading Comprehension

6.4.1 Experimental Group – Paired Sample t-Test

Paired Sample t-Test – Edayarpalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	2.76	1.69	.22	-2.242	.029*
	Post L1	3.19	1.47	.19		
Pair 2	Pre L2	3.34	1.46	.16	2.803	.007*
	Post L2	2.78	1.67	.22		
Pair 3	Pre L2	3.34	1.46	.19	2.049	.045*
	Post L1→L2	2.95	1.55	.20		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.029 in Pair 1 (i.e. $p = .029$), which is below .049 and has moderate improvement in the Posttest in L1. And in Pair 2 the significance value 0.007 (i.e. $p = .007$), which is less than .049 and has moderate improvement in the Posttest in L2. Similarly the significance value 0.045 in Pair 3 (i.e. $p = .045$), which is below .049 also has moderate improvement in the Posttest in PostL1→L2. Therefore there is statistically a significant difference between the Pre and Posttest Scores in Reading Comprehension. Thus one can conclude that the Posttest score has significantly increased in Pair 1, 2 and 3 at 5% level.

Paired Sample t-Test - Kalveerampalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	2.81	1.79	.26	2.646	.009*
	Post L1	2.78	1.18	.17		
Pair 2	Pre L2	3.75	3.28	.47	2.807	.007*
	Post L2	2.60	1.33	.19		
Pair 3	Pre L2	3.75	3.28	.47	2.446	.018*
	Post L1L2	2.61	1.24	.18		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The above Paired Sample t-Test table shows the significance value 0.009 in Pair 1 (i.e. $p = .009$), which is below .049 and has moderate improvement in the Posttest L1. And in Pair 2 the significance value 0.007 (i.e. $p = .007$), which is less than .049 and has moderate improvement in Posttest L2. Similarly the significance value 0.018 in Pair 3 (i.e. $p = .018$), which is below .049 has also moderate improvement in Posttest L1→L2. Therefore there is statistically a significant difference between the Pre and Posttest Scores in Reading Comprehension. Hence the Posttest Score has increased significantly in Pair 1, 2 and 3 at 5% level.

Paired Sample t-Test - Vadavalli North

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	3.27	1.37	.21	2.067	.045*
	Post L1	2.68	1.31	.20		
Pair 2	Pre L2	3.06	1.26	.19	2.741	.009*
	Post L2	2.25	1.37	.21		
Pair 4	Pre L2	3.07	1.26	.19	3.664	.000**
	Post L1L2	2.48	1.28	.19		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.045 in Pair 1 (i.e. $p = .045$), which is below .049 and has moderate improvement in the Posttest in L1. And in Pair 2 the significance value 0.009 (i.e. $p = .009$), which is less than .049 and has moderate improvement in the Posttest in L2. Similarly the significance value 0.000 in Pair 3 (i.e. $p = .000$), which is below .005 has highest improvement in the Posttest in PostL1→L2. Therefore there is a statistically significant difference between the Pre and Posttest Scores in Reading Comprehension. Thus one can conclude that the Posttest score has significantly increased in Pair 1, 2 at 5% level and in Pair 3 at 1% level.

Paired Sample t-Test - Goundampalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	2.88	1.39	.24	7.970	.000**
	Post L1	2.56	.91	.16		
Pair 2	Pre L2	3.97	.82	.14	7.977	.000**
	Post L2	2.19	1.06	.19		
Pair 3	Pre L2	3.97	.82	.15	7.629	.000**
	Post L1L2	2.44	.98	.17		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The above table shows the significance value 0.000 in Pair 1 (i.e. $p = .000$), which is below .005 and has highest improvement in the Posttest in L1. And in Pair 2 the significance value 0.000 (i.e. $p = .000$), which is less than .005 and has highest improvement in the Posttest in L2. Similarly the significance value 0.000 in Pair 3 (i.e. $p = .000$), which is below .005 has highest improvement in the Posttest in PostL1→L2. Therefore there is statistically a significant difference between the Pre and Posttest Scores in Reading Comprehension. Thus one can infer that the Posttest score has significantly increased in Pair 1, 2 and 3 at 1% level.

Paired Sample t-Test - Urumandampalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	1.88	1.37	.33	-2.510	.013*
	Post L1	2.47	1.42	.34		
Pair 2	Pre L2	2.41	1.33	.32	3.841	.000**
	Post L2	1.88	1.48	.38		
Pair 3	Pre L2	2.41	1.33	.32	5.088	.000**
	Post L1L2	2.24	1.44	.35		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table above shows the significance value 0.013 in Pair 1 (i.e. $p = .013$), which is below .049 and has moderate improvement in the Posttest in L1. And in Pair 2 the significance value 0.000 (i.e. $p = .000$), which is less than .005 and has highest improvement in the Posttest in L2. Similarly the significance value 0.000 in Pair 3 (i.e. $p = .000$), which is below .005 has highest improvement in the Posttest in PostL1→L2. Therefore there is statistically a significant difference between the Pre and Posttest Scores in Reading Comprehension. Thus it can be concluded that the Posttest score has significantly increased in Pair 1, at 5% level and in Pair 2 and 3 at 1% level.

Paired Sample t-Test – Vadavalli South

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	3.27	1.58	.33	3.287	.002**
	Post L1	2.91	1.27	.27		
Pair 2	Pre L2	3.91	1.19	.25	3.954	.001**
	Post L2	2.73	1.35	.29		
Pair 3	Pre L2	3.91	1.19	.25	4.234	.000**
	Post L1L2	2.59	1.47	.31		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.002 in Pair 1 (i.e. $p = .002$), which is below .005 and has highest improvement in the Posttest in L1. And in Pair 2 the significance value 0.001 (i.e. $p = .001$), which is less than .005 and has highest improvement in the Posttest in L2. Similarly the significance value 0.000 in Pair 3 (i.e. $p = .000$), which is below .005 has highest improvement in the Posttest in PostL1→L2. Therefore there is statistically a significant difference between the Pre and Posttest Scores in Reading Comprehension. Thus one can conclude that the Posttest score has significantly increased in Pair 1, 2 and 3 at 1% level.

6.4.2 Control Group – Paired Sample t-Test

Paired Sample t-Test – Kalveerampalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	2.44	1.54	.36	-1.426	$.172^{NS}$
	Post L1	3.00	1.50	.35		
Pair 2	Pre L2	2.28	1.27	.30	-.091	$.928^{NS}$
	Post L2	2.33	1.94	.46		
Pair 3	Pre L2	2.28	1.27	.30	-1.294	$.213^{NS}$
	Post L1L2	2.83	1.65	.39		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.172 in Pair 1 (i.e. $p = .172$), which is above .050 and has no improvement in the Posttest in L1. And in Pair 2 the significance value 0.928 (i.e. $p = .928$), which is more than .050 and has no improvement in the Posttest in L2. Similarly the significance value 0.213 in Pair 3 (i.e. $p = .213$), which is above .050 has no improvement in the Posttest in PostL1→L2. Therefore there is no statistically significant difference between the Pre and Posttest Scores in Reading Comprehension. Thus one can conclude that the Posttest score has not significantly increased in Pair 1, 2 and 3.

Paired Sample t-Test - Goundampalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	2.10	1.46	.27	-2.033	$.051^{NS}$
	Post L1	2.65	1.52	.27		
Pair 2	Pre L2	2.32	1.47	.26	1.170	$.251^{NS}$
	Post L2	1.90	1.58	.28		
Pair 3	Pre L2	2.32	1.57	.26	-1.055	$.300^{NS}$
	Post L1L2	2.61	1.54	.27		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.051 in Pair 1 (i.e. $p = .051$), which is above .050 and has no improvement in the Posttest in L1. And in Pair 2 the significance value 0.251 (i.e. $p = .251$), which is more than .050 and has no improvement in the Posttest in L2. Similarly the significance value 0.300 in Pair 3 (i.e. $p = .300$), which is above .050 has no improvement in the Posttest in PostL1→L2. Therefore there is no statistically significant difference between the Pre and Posttest Scores in Reading Comprehension. Thus one can conclude that the Posttest score has not significantly increased in Pair 1, 2 and 3.

Paired Sample T-test – Vadavalli North

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	2.34	1.68	.28	-1.486	.147^{NS}
	Post L1	2.80	1.51	.26		
Pair 2	Pre L2	2.54	1.60	.27	1.671	.104^{NS}
	Post L2	2.03	1.77	.30		
Pair 3	Pre L2	2.54	1.60	.27	-.099	.922^{NS}
	Post L1L2	2.57	1.61	.27		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.147 in Pair 1 (i.e. $p = .147$), which is above .050 and has no improvement in the Posttest in L1. And in Pair 2 the significance value 0.104 (i.e. $p = .104$), which is more than .050 and has no improvement in the Posttest in L2. Similarly the significance value 0.922 in Pair 3 (i.e. $p = .922$), which is above .050 has no improvement in the Posttest in PostL1→L2. Therefore there is no statistically significant difference between the Pre and Posttest Scores in Reading Comprehension. Thus one can conclude that the Posttest score has not significantly increased in Pair 1, 2 and 3.

6.4.3 ANOVA for Reading Comprehension Test

Experimental Group

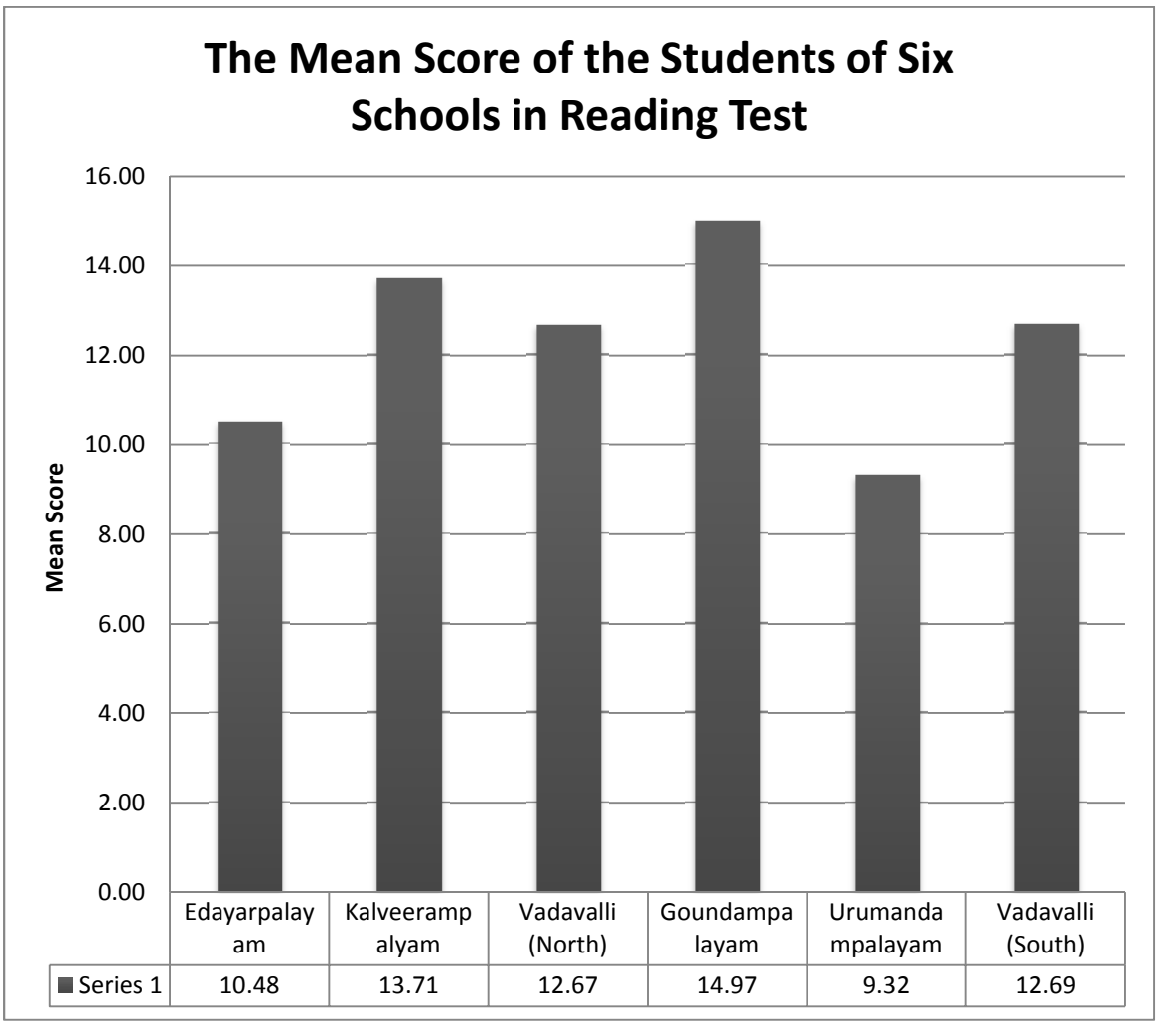
Variables	Mean	SD	SE	F-value	Sig
Edayarpalayam – A	10.48	9.645	.725	4.818	.000**
Kalveerampalayam – B	13.71	9.094	.758		
Vadaalli (North) – C	12.67	9.033	.786		
Goundampalayam – D	14.97	8.087	.813		
Urumandampalayam – E	9.32	7.665	1.073		
Vadavalli (South) – F	12.69	11.100	1.308		

****= Significant at 1% level**

The above table shows the output of the ANOVA analysis, that the significance value 0.000 (i.e., $p = .000$), which is below 0.05 and, therefore, the score in Reading Test differs significantly among the students of the six select schools.

ANOVA for Reading Comprehension

Experimental Group – Graphical Representation



6.5 Speaking

6.5.1 Experimental Group – Paired Sample t-Test

Paired Sample t-Test - Edayarpalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	1.98	.80	.10	-3.849	.000 **
	Post L1	2.25	.72	.09		
Pair 2	Pre L2	1.50	.66	.08	-8.352	.000 **
	Post L2	2.07	.66	.08		
Pair 3	Pre L2	1.69	1.43	.19	-2.962	.005 *
	Post L1 L2	2.25	.72	.09		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.000 in Pair 1 (i.e. $p = .000$), which is below .005 and has highest improvement in the Posttest in L1. And in Pair 2 the significance value 0.000 (i.e. $p = .000$), which is less than .005 and has highest improvement in the Posttest in L2. Similarly the significance value 0.005 in Pair 3 (i.e. $p = .005$), which is below .049 and therefore it has moderate improvement in the Posttest in PostL1→L2. Hence there is statistically a significant difference between the Pre and Posttest Scores in the Speaking test. Thus one can conclude that the Posttest score has significantly increased in Pair 1, 2 at 1% level and in Pair 3 at 5% level.

Paired Sample t-Test - Kalveerampalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	1.67	.52	.08	-3.151	.003**
	Post L1	1.89	.51	.08		
Pair 2	Pre L2	1.10	.31	.05	-5.237	.000**
	Post L2	1.54	.55	.09		
Pair 3	Pre L2	1.10	.31	.05	-9.947	.000**
	Post L1 L2	1.89	.51	.08		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The above Paired Sample t-Test table shows the significance value 0.003 in Pair 1 (i.e. $p = .003$), which is below .005 and has highest improvement in the Posttest L1. And in Pair 2 the significance value 0.000 (i.e. $p = .000$), which is less than .005 and has highest improvement in Posttest L2. Similarly the significance value 0.000 in Pair 3 (i.e. $p = .000$), which is below .005 has also highest improvement in Posttest L1→L2. Therefore there is statistically a significant difference between the Pre and Posttest Scores in the Speaking test. Hence the Posttest Score has increased significantly in Pair 1, 2 and 3 at 1% level.

Paired Sample t-Test – Vadavalli North

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	2.25	.50	.08	-2.472	.019*
	Post L1	2.48	.50	.08		
Pair 2	Pre L2	1.62	.77	.13	-5.878	.000**
	Post L2	2.22	.73	.12		
Pair 3	Pre L2	1.62	.77	.13	-3.648	.001**
	Post L1 L2	2.08	.28	.04		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.019 in Pair 1 (i.e. $p = .019$), which is below .049 and has moderate improvement in the Posttest in L1. And in Pair 2 the significance value 0.000 (i.e. $p = .00$), which is less than .005 and has highest improvement in the Posttest in L2. Similarly the significance value 0.001 in Pair 3 (i.e. $p = .001$), which is below .005 has highest improvement in the Posttest in PostL1→L2. Therefore there is statistically a significant difference between the Pre and Posttest Scores in the Speaking test. Thus one can conclude that the Posttest score has significantly increased in Pair 1 at 5% level and in Pair 2 and 3 at 1% level.

Paired Sample t-Test – Goundampalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	1.58	.50	.09	-3.087	.005*
	Post L1	1.89	.48	.09		
Pair 2	Pre L2	1.17	.38	.07	-3.839	.001**
	Post L2	1.51	.50	.09		
Pair 3	Pre L2	1.17	.38	.07	-7.392	.000**
	Post L1 L2	1.89	.48	.09		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The above table shows the significance value 0.005 in Pair 1 (i.e. $p = .005$), which is below .049 and has moderate improvement in the Posttest in L1. And in Pair 2 the significance value 0.001 (i.e. $p = .001$), which is less than .005 and has highest improvement in the Posttest in L2. Similarly the significance value 0.000 in Pair 3 (i.e. $p = .000$), which is below .005 has highest improvement in the Posttest in PostL1→L2. Therefore there is statistically a significant difference between the Pre and Posttest Scores in the Speaking test. Thus one can infer that the Posttest score has significantly increased in Pair 1 at 5% level and in Pair 2 and 3 at 1% level.

Paired Sample t-Test – Urumandampalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	1.31	.47	.11	-2.236	.041*
	Post L1	2.06	1.23	.30		
Pair 2	Pre L2	1.00	.00	.00	-2.908	.011*
	Post L2	1.93	1.28	.32		
Pair 3	Pre L2	1.00	.00	.00	-3.437	.004**
	Post L1 L2	2.06	1.23	.30		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.041 in Pair 1 (i.e. $p = .041$), which is below .049 and has moderate improvement in the Posttest in L1. And in Pair 2 the significance value 0.011 (i.e. $p = .011$), which is less than .049 and has moderate improvement in the Posttest in L2. Similarly the significance value 0.004 in Pair 3 (i.e. $p = .004$), which is below .005 has highest improvement in the Posttest in PostL1→L2. Therefore there is statistically a significant difference between the Pre and Posttest Scores in the SPeaking. Thus it can be concluded that the Posttest score has significantly increased in Pair 1 and 2 at 5% level and in Pair 3 at 1% level.

Paired Sample t-Test – Vadavalli South

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	1.05	.24	.05	-2.954	.009*
	Post L1	1.76	.97	.23		
Pair 2	Pre L2	1.11	.33	.08	-2.524	.023*
	Post L2	1.76	1.03	.25		
Pair 3	Pre L2	1.11	.33	.08	-5.374	.000**
	Post L1 L2	2.23	.83	.20		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.009 in Pair 1 (i.e. $p = .009$), which is below .049 and has moderate improvement in the Posttest in L1. And in Pair 2 the significance value 0.023 (i.e. $p = .023$), which is less than .049 and has moderate improvement in the Posttest in L2. Similarly the significance value 0.000 in Pair 3 (i.e. $p = .000$), which is below .005 has highest improvement in the Posttest in PostL1→L2. Therefore there is statistically a significant difference between the Pre and Posttest Scores in the Speaking test. Thus one can conclude that the Posttest score has significantly increased in Pair 1 and 2 at 5% and in Pair 3 at 1% level.

6.5.2 Control Group – Paired Sample t-Test

Paired Sample t-Test –Kalveerampalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	1.61	.50	.11	-.566	$.579^{NS}$
	Post L1	1.66	.48	.11		
Pair 2	Pre L2	1.33	.48	.11	1.144	$.269^{NS}$
	Post L2	1.16	.38	.09		
Pair 3	Pre L2	1.33	.48	.11	-.325	$.749^{NS}$
	Post L1 L2	1.38	.50	.11		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.579 in Pair 1 (i.e. $p = .579$), which is above .050 and has no improvement in the Posttest in L1. And in Pair 2 the significance value 0.269 (i.e. $p = .269$), which is more than .050 and has no improvement in the Posttest in L2. Similarly the significance value 0.749 in Pair 3 (i.e. $p = .749$), which is above .050 has no improvement in the Posttest in PostL1→L2. Therefore there is no statistically significant difference between the Pre and Posttest Scores in the Speaking test. Thus one can conclude that the Posttest score has not significantly increased in Pair 1, 2 and 3.

Paired Sample t-Test – Goundampalayam

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	1.35	.48	.08	.441	$.662^{NS}$
	Post L1	1.32	.47	.08		
Pair 2	Pre L2	1.16	.37	.06	.571	$.572^{NS}$
	Post L2	1.12	.34	.06		
Pair 3	Pre L2	1.16	.37	.06	-2.497	.018*
	Post L1 L2	1.41	.50	.09		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.662 in Pair 1 (i.e. $p = .662$), which is above .050 and has no improvement in the Posttest in L1. And in Pair 2 the significance value 0.572 (i.e. $p = .572$), which is more than .050 and has no improvement in the Posttest in L2. Similarly the significance value 0.018 in Pair 3 (i.e. $p = .300$), which is less than .049 has moderate improvement in the Posttest in PostL1→L2. Therefore there is no statistically significant difference between the Pre and Posttest Scores in the Speaking test. Thus one can conclude that the Posttest score has not significantly increased in Pair 1, 2. Yet the Posttest score has moderately increased in Pair 3 at 5% level.

Paired Sample t-Test – Vadavalli South

Pair	Variables	Mean	SD	SE Mean	t-value	.sig
Pair 1	Pre L1	1.28	.45	.07	-.572	.571[NS]
	Post L1	1.31	.47	.07		
Pair 2	Pre L2	1.11	.32	.05	1.785	.083[NS]
	Post L2	1.02	.16	.02		
Pair 3	Pre L2	1.11	.32	.05	-1.785	.083[NS]
	Post L1 L2	1.28	.45	.07		

** = Significant at 1% level, *= Significant at 5% level, NS = Not Significant

The Paired Sample t-Test table shows the significance value 0.571 in Pair 1 (i.e. $p = .571$), which is above .050 and has no improvement in the Posttest in L1. And in Pair 2 the significance value 0.083 (i.e. $p = .083$), which is more than .050 and has no improvement in the Posttest in L2. Similarly the significance value 0.083 in Pair 3 (i.e. $p = .083$), which is above .050 has no improvement in the Posttest in PostL1→L2. Therefore there is no statistically significant difference between the Pre and Posttest Scores in Reading Comprehension. Thus one can conclude that the Posttest score has not significantly increased in Pair 1, 2 and 3.

6.5.3 ANOVA for Speaking Test

Experimental Group

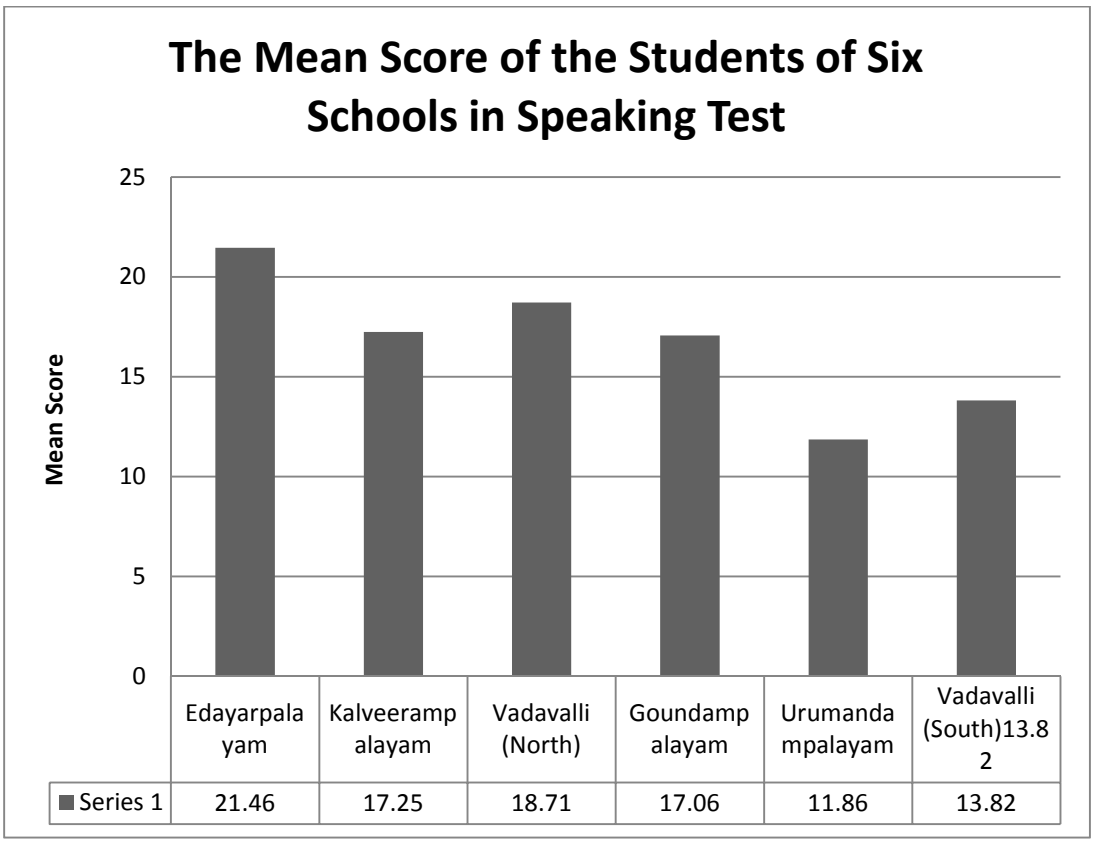
Variables	Mean	SD	SE	F-value	Sig
Edayarpalayam - A	21.46	7.85	.60	20.692	.000**
Kalveerampalayam – B	17.25	6.28	.60		
Vadaalli (North) – C	18.71	6.65	.65		
Goundampalayam – D	17.06	6.40	.67		
Urumandampalayam – E	11.86	7.87	1.10		
Vadavalli (South) - F	13.82	6.05	.85		

****= Significant at 1% level**

This table shows the output of the ANOVA analysis, that the significance value 0.000 (i.e., $p = .000$), which is below 0.05 and, therefore, the score in Speaking test differs significantly among the students of the six select schools.

ANOVA for Speaking

Experimental Group – Graphical Representation



6.6 ANOVA for Reading and Speaking

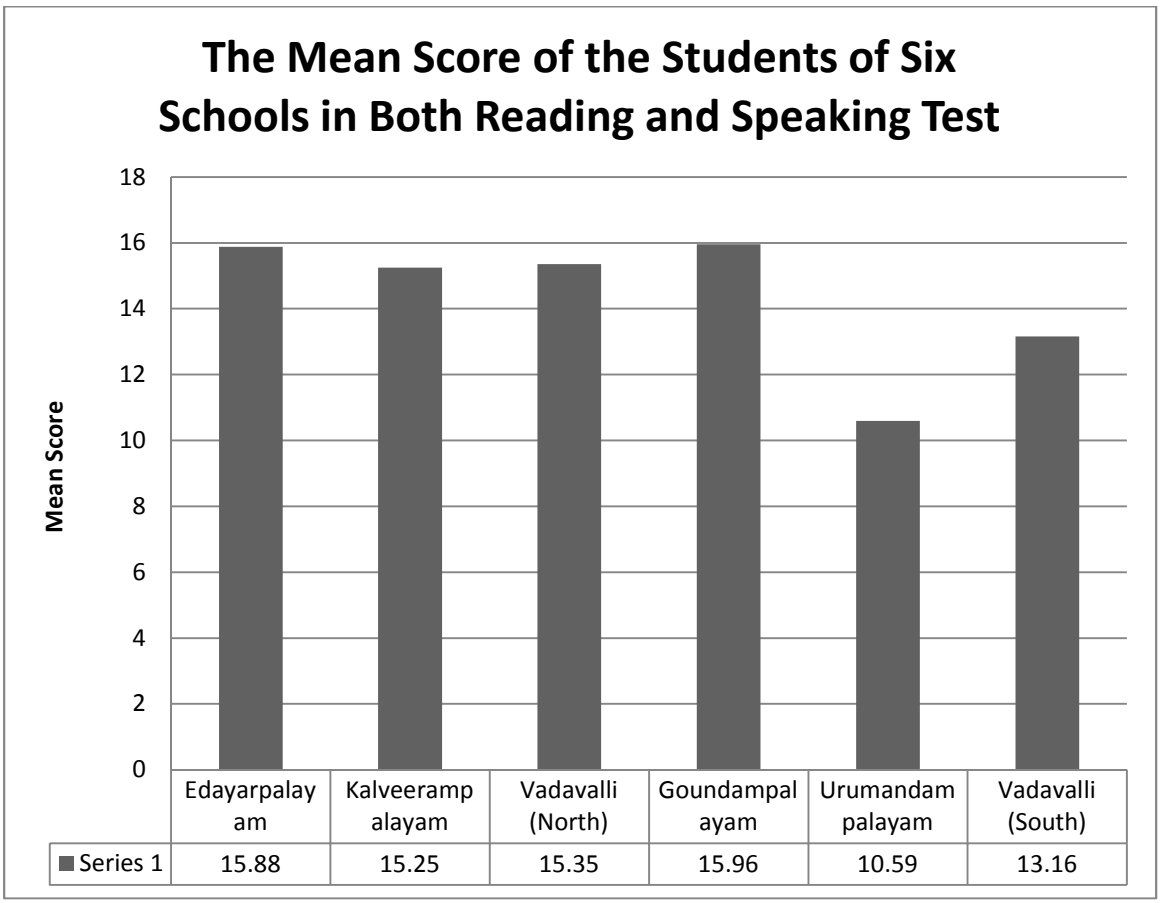
Variables	Mean	SD	SE	F-value	Sig
Edayarpalayam - A	15.88	10.37	.55	7.287	.000**
Kalveerampalayam – B	15.25	8.17	.51		
Vadaalli (North) – C	15.35	8.59	.56		
Goundampalayam – D	15.96	7.39	.54		
Urumandampalayam – E	10.59	7.84	.78		
Vadavalli (South) - F	13.16	9.33	.84		

****= Significant at 1% level**

This table shows the output of the ANOVA analysis, that the significance value 0.000 (i.e., $p = .000$), which is below 0.05 and, therefore, the score in Reading and Speaking Test differs significantly among the students of the six select schools.

ANOVA for Reading and Speaking Test

Experimental Group – Graphical Representation



Therefore, the value shows that the module prepared based on the Additive Bilingual Approach has significantly improved the Listening, Reading and Speaking skills of the Primary Level ESL students from the six government schools in Coimbatore selected for study.