

## **SELF-REPORTED NEEDS OF EFL STUDENTS IN TERMS OF LINGUISTIC SKILLS**

### **İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENENLERİN DİLBİLİMSEL YETİLERİ BAKIMINDAN KENDİLERİNE GÖRE İHTİYAÇLARI**

Mehmet ÇELİK\*

**ABSTRACT:** This study investigates the need levels of students regarding linguistic skills studying at the English Language Department at Hacettepe University. The skills that are investigated are grammar, vocabulary, listening, speaking, pronunciation, writing, and reading. A study of the needs in these skills areas becomes important and meaningful given the new curriculum designed by the Higher Education Council, which drastically reduces the amount of time spared earlier for the teaching of these skills. The study identifies areas of reduction in the syllabus, and examines data obtained from students through a questionnaire drawing conclusions by comparing what the new curriculum promises and what students need. What the new curriculum appears to have done is that it has greatly reduced the time allocated for the learning of linguistic skills which students need most such as speaking, pronunciation, listening and vocabulary.

**KEYWORDS:** *teaching of English, needs analysis, learning of linguistic skills, curriculum design, student improvement.*

**ÖZET:** Bu çalışma Hacettepe Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümünde okuyan öğrencilerin dil becerileri konusundaki ihtiyaçlarını ortaya çıkarmayı amaçlar. İncelenen beceriler dilbilgisi, sözcük bilgisi, dinleme, konuşma, telaffuz, yazma ve okuma-anlama'dır. Böyle bir çalışma, Yüksek Öğretim Kurulu'nun Eğitim Fakültelerine gönderdiği yeni ders programı karşısında önem kazanmaktadır. Yeni program, adı geçen becerilerin öğretimine ayrılmış zamanı büyük çapta azaltmaktadır. Çalışma, ders programında azaltılan alanları belirledikten sonra, anket yöntemiyle öğrencilerden elde edilen veriyi değerlendirerek öğrenci ihtiyaçlarıyla yeni ders programını karşılaştırır. Öyle görünüyor ki yeni ders programı öğrencilerin en çok ihtiyaç duydukları konuşma, telaffuz, dinleme ve sözcük bilgisi gibi alanlara ayrılan zamanı büyük ölçüde azaltmıştır.

**ANAHTAR SÖZCÜKLER:** *İngilizcenin öğretimi, ihtiyaç incelemesi, dilsel yetenek öğrenimi, program geliştirme, öğrenci gelişimi.*

### **1. INTRODUCTION**

More often than not, what educators and education planners think students need may in fact clash with what students think they need. This study discovers the needs of the students at the English Language Department (ELT) of the Faculty of Education at Hacettepe University, Turkey, in terms of their fundamental linguistic skills in view of the recent curriculum adopted by the Higher Education Council (YÖK). Given the reduction of time for the teaching of linguistic skills in the new curriculum, the study finds out how students rate themselves on seven skills: grammar, vocabulary, listening, speaking, pronunciation, writing, and reading.

### **2. PROBLEM**

Designing the curriculum to be applied to prospective teachers of English as foreign/second language in English Language Teaching Departments in Turkey has always been a topic of discussion and debate. Another debate has started lately; most recently, namely in 1998, the Higher Education Council adopted a curriculum for all ELT departments in an effort to both upgrade and unify curriculum structure across the country. As far as Hacettepe ELT department is concerned, the recent curriculum de-emphasizes the role of skills teaching such as speaking, listening, grammar, writing and vocabulary while emphasizing the teaching of Turkish syntax, phonology, and

\* Yrd. Doç. Dr., Hacettepe Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, İngiliz Dili Eğitimi Anabilim Dalı

morphology as well as literary genres such as English poetry, English novel and English short story. The number of units (semesters) allotted to skills teaching was 23. With the adoption of the new curriculum, this number is drastically reduced to 10 (Table 1).

**Table 1: Old and New Skills Teaching Units**

<b>Skills</b>	<b>Units</b>	<b>Units</b>
<b>Old</b>	<b>New</b>	
Grammar	6	2
Reading	4	3
Speaking	6	2
Writing	5	3
Vocabulary	2	0

The overall number of grammar skills study dropped from 6 to 2 while there does not appear to be a great difference between the old and the new curriculum for reading: it dropped from 4 to 3. Most importantly, perhaps, the number of units for speaking skills is reduced from 6 to a mere 2. Writing, again equally importantly, lost 2 units dropping from 5 to 3. As for vocabulary, no units are allocated for the teaching of it.

Given the drastic reduction on skills teaching and given my personal observation that usually students are criticised for their lack of appropriate speaking and writing skills by staff, the question inevitably arises: how do students rate themselves on linguistics skills? Are what they need and (and do not need) in conformity with the recently adopted curriculum?

### **3. METHOD**

A questionnaire, adapted from Bird (1993), consisting of seven skills was administered to subjects studying at the ELT Department at the Faculty of Education, Hacettepe University. The skills are: grammar, vocabulary, listening, speaking, pronunciation, writing, and reading.

While each of these skills is studied under the very same titles, the three skills (listening, speaking, and pronunciation) are taught under the title of speaking.

The title of the questionnaire is 'A Four Year Period Self-Assessment Form'. (The same questionnaire is to be applied in the following academic year to see how subjects go along regarding these particular skills.) The purpose and procedure of the questionnaire were explained. Subjects were asked to circle one of the numbers from 1 to 5 on a scale for each skill area reflecting how much they already know and/or can do. At the extreme ends of the scale, 1 represents a full knowledge of the area whereas 5 indicates that they need the most practice and instruction in the area designated. 2 means that they need little assistance whereas 4 means that they need to improve a lot. 3 stands in between both sides of the scale, meaning they need assistance.

They were asked to indicate their names (since the questionnaire forms are to be delivered back to subjects to do the same assessment in the coming years.) and sexes as well as whether they studied the Preparatory School at Hacettepe University before studying at the ELT Department. The name was not asked from the fourth year subjects since they are expected to graduate by the following year.

Three independent variables are chosen: sex, year (the year of the subject at which s/he is studying) and Preparatory School Study (whether the subject studied it or not). These three variables are thought to have an effect on the needs, strengths and weaknesses of subjects for the particular skill areas.

The total number of subjects participated in the study is 301. 91 First Year, 58 Second Year, 83 Third Year, and 68 Fourth Year subjects took part in the survey. A great majority of the subjects (229) is female while only small portion (68) is male, reflecting the general make-up of student population. Of 301, 187 came to the

department through studying the preparatory year while the rest, 103, were exempted from this study by qualifying for both written and oral exams.

The data were processed by a computer statistics programme called SPSS 9 (Statistical Package for Social Sciences). The statistical procedures Standard Deviation, Paired Samples T Test, Independent Samples T Test and ANOVA are utilised to support some claims regarding uniformity of subject population, whether significant differences exist between and among dependent as well as independent variables.

#### **4.0 ANALYSIS OF DATA**

The overall need of all subjects for all linguistic skills involved is 2,71 (Table 2). (This figure is arrived at first by taking the mean (average) of each year individually, then taking the mean of these four years.) The figure is very close to the midpoint in the scale, which is 3. That is, technically speaking, subjects 'need assistance'. 2,71, according to the scale, can also be regarded as the level of self-confidence for subjects.

As for particular skills areas, the following is due. For all subjects, grammar is the skill which is the least needed (2,04), followed by reading (2,22) whereas speaking is the most needed (3,22). Pronunciation (3,03), vocabulary (3,03) and listening (3,00) are almost equally needed at the level of 'need assistance'. Writing (2,53) appears to stand in midpoint between what is most and least needed.

A Paired Samples T Test is applied to see if the differences in mean for each dependent variable is significant ( $P < 0,01$ ) (Appendix II: Table 1). The differences between all pairs except for Vocabulary-Pronunciation are statistically significant. The statistical output 'Standard Deviation' is utilised to determine the level of variability within each dependent variable. The

(total) highest variability is observed in pronunciation (1,47), followed by listening (0,97), and then speaking (0,91). In other words, higher values in Standard Deviation indicate that certain sections of student are very proficient in these skills whereas some other sections are very poor. So efforts should be directed to fill the significant gap among subjects regarding pronunciation, listening, and speaking. As for, for instance, grammar, uniformity among subjects in their decision that 'They need little assistance.' is very high (0,59). In other words, there is not much variation among subjects for their level of need in grammar.

##### **4.1 The Need for Skills by Years**

First Year subjects indicate the highest level among all the years for their need of the seven skills (3,05). Among the skills, what they need most is speaking (3,58) and listening (3,53), followed by vocabulary (3,28) and pronunciation (3,26). The skills they think they need the least are grammar (2,23) and reading (2,39). The highest variability is seen in pronunciation whereas the highest uniformity is in reading.

Second Year subjects' indication of their average need for all skills stands at 2,99. They need speaking (3,56) and pronunciation (3,50) most, and then vocabulary (3,34). Grammar is again the least needed skill (2,13). Grammar has the lowest variation (0,43) whereas pronunciation has the highest variation, reflecting the need for further study and practice to achieve uniformity.

Third Year subjects need all of the skills at a level of 2,53 according to the five point scale adopted for this study, less than the second year subjects; they are more confident of their skills. It is interesting to observe a sharp differentiation in their preferences; they need nearly equal study and assistance for speaking (3,02), vocabulary (2,87), pronunciation (2,85), and listening (2,72) whereas they think they do not need grammar (1,85), reading (2,16) and writing (2,28) as

**Table 2. Need Level of Skills by Year**

Year		Grammar	Vocab	Listen	Speak	Pronunc	Writing	Reading	Mean
First Year	Mean	2,32	3,28	3,53	3,58	3,26	3,00	2,39	3,05
	N	92	91	92	92	92	91	91	
	Std. Deviation	,63	,89	,87	,84	,94	,84	,59	
Second Year	Mean	2,13	3,34	3,29	3,56	3,50	2,67	2,50	2,99
	N	58	58	58	58	58	58	58	-
	Std. Deviation	,43	,66	,83	,75	,97	,80	,59	-
Third Year	Mean	1,85	2,87	2,72	3,02	2,85	2,28	2,16	2,53
	N	83	83	83	83	83	83	83	-
	Std. Deviation	,47	,73	,92	,88	,85	,70	,76	-
Fourth Year	Mean	1,82	2,63	2,39	2,69	2,57	2,07	1,83	2,28
	N	68	68	68	68	68	68	68	-
	Std. Deviation	,64	,71	,81	,83	2,51	,90	,66	-
Total	Mean	2,04	3,03	3,00	3,22	3,03	2,53	2,22	2,71
	N	301	300	301	301	301	300	300	-
	Std. Deviation	,59	,81	,97	,91	1,47	,88	,70	-

much as the other four skills. Variation is highest for listening while it is lowest for grammar, again.

Fourth Year subjects appear to be the most self-confident ones among all the years: 2,28. The highest need level they indicate is slightly more than 'need little assistance' for speaking and vocabulary (2,69 and 2,63), respectively. They do not need much grammar (1,82) and reading (1,83) instruction. So far the highest variation for any variable is observed for pronunciation: 2,53. This means that a very wide gap exists among subjects in their need for pronunciation as they indicate a need level of 2,57.

A One-way ANOVA test is administered to the data to find out if the independent variables have significant effects on the dependent variables. This test gives two tables: Analysis of Variance and Multiple Comparisons. According to Analysis of Variance (Appendix II: Table 2), the differences between and among all groups are significant for the value of significance is lower than 0,01. As for the Multiple Comparisons (Appendix II: Table 3), all of the differences are significant except for the

differences between third and fourth year subjects for grammar, and first and second year subjects for vocabulary.

Overall, however, all subjects exhibit an almost complete division within the skills. Except for the indication that they need the most instruction and practice for speaking (3,22), they seem to have a tacit agreement on their need level of pronunciation (3,03), vocabulary (3,03), and listening (3,00). Further, they converge on their reluctance to take further instruction and practice for grammar (2,04), reading (2,22) and writing (2,53).

#### 4.2 The Need for Skills by Sex

The overall need for all skills by both sexes is at the level of 2,73 (Table3). No distinct differentiation is seen between male and female subjects. Speaking is the most needed skill (3,22) whereas grammar is the least needed one (2,03) for both groups of subjects. For female subjects, the skill speaking again leads others in terms of higher need (3,25), followed by both vocabulary (3,07) and pronunciation (3,06). The least wanted again appears to be grammar: 2,03. Male subjects exhibit nearly the same pattern as female subjects do.

**Table 3. Need Level of Skills by Female and Male Subjects**

Sex		Grammar	Vocab	Listen	Speak	Pronunc	Writing	Reading	Mean
Female	Mean	2,03	3,07	2,99	3,25	3,06	2,51	2,23	2,73
	N	229	228	229	229	229	228	228	-
	Std. Deviation	,60	,80	,95	,88	1,58	,90	,69	-
Male	Mean	2,09	2,92	3,07	3,14	3,04	2,57	2,22	2,72
	N	63	63	63	63	63	63	63	-
	Std. Deviation	,61	,84	1,08	1,02	1,09	,87	,77	-
Total	Mean	2,05	3,03	3,01	3,22	3,05	2,52	2,23	2,73
	N	292	291	292	292	292	291	291	-
	Std. Deviation	,60	,81	,98	,91	1,48	,89	,70	-

By far the highest variability among subjects in its urgency to be dealt with occurs in pronunciation: 1,48. The closest variation is for listening at 0,98. The lowest variation is observed in grammar: 0,60. An Independent Samples Test is used to find out if the differences in mean between female and male subjects are significant. No significant difference is observed at the level of 0,05 (Appendix II: Table 4)

#### 4.3 The Need for Skills by Preparatory School Study

Using this variable we wanted to see if Preparatory School study affects the needs of students for these skills. Naturally, there are two groups: Preparatory School Studied (PSS) and Preparatory School Exempted (PSE). Surprisingly, there appeared striking differences between the two groups of subjects. The overall need level for the former group is high (2,79)

while for the latter group low (2,65) (Table 4). This may be taken to mean that PSE subjects still outscore PSS despite the fact that PSS subjects completed preparatory study.

PSS subjects indicate their primary need as speaking (3,33), followed by pronunciation (3,18) and vocabulary (3,08). In the least wanted need area stand two skills: grammar (2,10) and reading (2,31). The highest standard deviation value in this section is recorded for pronunciation: 1,69. Although PSS subjects go through a uniform teaching when they arrive at the Preparatory School, they appear not to have a uniform level of pronunciation.

As opposed to this high level of variation, PSE subjects indicate a variation only as high as 0,99 for pronunciation, a figure very close to all other variations. In other words, despite the fact that PSE subjects come from various schools across the country, their demand for the

**Table 4: Need Level of Skills by PSS and PSE Subjects**

Prep Sch		Grammar	Vocabu.	Listen.	Speak.	Pronunc	Writing	Reading	Mean
PSS	Mean	2,10	3,08	3,09	3,33	3,18	2,58	2,31	2,79
	N	188	187	188	188	188	187	187	-
	Std. Deviation	,60	,80	1,01	,89	1,69	,88	,69	-
PSE	Mean	1,96	2,97	2,87	3,03	2,83	2,43	2,08	2,59
	N	103	103	103	103	103	103	103	-
	Std. Deviation	,59	,84	,89	,92	,99	,91	,71	-
Total	Mean	2,05	3,04	3,01	3,23	3,06	2,53	2,23	2,69
	N	291	290	291	291	291	290	290	-
	Std. Deviation	,60	,81	,97	,91	1,48	,89	,70	-

speaking skill is a lot more uniform than those of PSS: For other skills, too, similar observations are valid for uniformity.

PSE subjects, too, think they need speaking the most: 3,03, a figure lower than that of PSS. Vocabulary (2,97) and listening (2,87) and speaking (2,83) follow. What PPE subjects report they least want turns out, not surprisingly, to be grammar (1,96), closely followed by reading (2,08). To see if significant differences exist between the two groups, an Independent Samples test is used. The result is that there are not any significant differences between the groups except for in speaking and reading.

## 5. CONCLUSION

On the basis of what students report regarding their needs for various skill areas, speaking is the foremost of the seven skills needed by students. Pronunciation, vocabulary and listening are almost equally needed whereas grammar and reading are the least needed skills respectively. As for writing, the need level indicated does not have a marked preference. As the overall need level of subjects for grammar (2,04) indicates, the reduction of grammar units should be welcomed by subjects. Another area of great reduction (from 6 to 2), speaking, is what the subjects will probably be most displeased with for they have indicated a great demand (3,22) for the development of speaking skills, which include listening (3,00) as well as pronunciation (3,03). Vocabulary is another area for which a need level of 3,03 is reported.

The statistics exhibit generally significant differences for all variables involved. Generally speaking, there is no significant difference

between what female and male students report they need. However, a significant differentiation is observed between PSS and PSE students: surprisingly, PSS students need more instruction and practice than PSE students for the skills involved. As to the variable 'The Year of the Study', naturally enough, the level of need for skills gradually decreases as the number of study years increase. Generally speaking, the differences between and among these variables are significant.

This study has set out to determine how relevant and close the new curriculum designed by the Higher Education Council to the needs of students as far as the learning of the linguistic skills such as grammar, vocabulary, listening, speaking, pronunciation, writing and reading are concerned. It is clearly seen that the new curriculum does not come anywhere near addressing the needs of students for the above-mentioned skill areas. This is even more interesting and dramatic in view of the fact that the students participated in the survey have not yet fully felt the impact of the new curriculum since many of the reductions are to take effect in the coming years due to gradual replacement process. Students are not already happy with the level of practice and instruction currently in place, which has a lot greater emphasis than that of the new curriculum. Therefore, it can be claimed that once they experience the full impact, they are likely to be extremely unhappy about the new curriculum.

## REFERENCES

- [1]. Bird, Kathy. "Learner development, teacher responsibility", **Forum**, 31-4:26-29. (1993)

**APPENDIX****Table 1: Paired S. Stats for All Dep. Var.**

		Mean	N	t	Sg.2t
Pair 1	Grammar	2,0467	300	-21	,00
	Vocab	3,0367	300		
Pair 2	Grammar	2,0465	301	-16	,00
	Listen	3,0066	301		
Pair 3	Grammar	2,0465	301	-22	,00
	Speak	3,2259	301		
Pair 4	Grammar	2,0465	301	-11	,00
	Pronunc	3,0399	301		
Pair 5	Grammar	2,0467	300	-9	,00
	Writing	2,5300	300		
Pair 6	Grammar	2,0467	300	-3	,00
	Reading	2,2267	300		
Pair 7	Vocab	3,0367	300	,55	,58
	Listen	3,0033	300		
Pair 8	Vocab	3,0367	300	-3	,00
	Speak	3,2200	300		
Pair 9	Vocab	3,0367	300	,00	1,00
	Pronunc	3,0367	300		
Pair 10	Vocab	3,0367	300	8	,00
	Writing	2,5300	300		
Pair 11	Vocab	3,0367	300	16	,00
	Reading	2,2267	300		
Pair 12	Listen	3,0066	301	-3	,00
	Speak	3,2259	301		
Pair 13	Listen	3,0066	301	-,38	,70
	Pronunc	3,0399	301		
Pair 14	Listen	3,0033	300	7	,00
	Writing	2,5300	300		
Pair 15	Listen	3,0033	300	14	,00
	Reading	2,2267	300		
Pair 16	Speak	3,2259	301	2	,02
	Pronunc	3,0399	301		
Pair 17	Speak	3,2200	300	11	,00
	Writing	2,5300	300		
Pair 18	Speak	3,2200	300	19	,00
	Reading	2,2267	300		
Pair 19	Pronunc	3,0367	300	5	,00
	Writing	2,5300	300		
Pair 20	Pronunc	3,0367	300	9	,00
	Reading	2,2267	300		
Pair 21	Writing	2,5300	300	5	,00
	Reading	2,2267	300		

**Table 2: Analysis of Variance**

ANOVA

			dfM.	Sq.	F	Sig.
Grammar	Between Groups		3	4,6	14,9	,000
	Within Groups		297	,314		
	Total		300			
Vocab	Between Groups		3	8,1	13,6	,000
	Within Groups		296	,596		
	Total		299			
Listen	Between Groups		3	20,7	27,4	,000
	Within Groups		297	,754		
	Total		300			
Speak	Between Groups		3	13,8	19,9	,000
	Within Groups		297	,697		
	Total		300			
Pronunc	Between Groups		3	11,4	5,4	,001
	Within Groups		297	2,085		
	Total		300			
Writing	Between Groups		3	13,4	20,2	,000
	Within Groups		296	,664		
	Total		299			
Reading	Between Groups		3	5,8	13,3	,000
	Within Groups		296	,436		
	Total		299			

**Table 3: Multiple Comparisons (LSD)**

Dep. Var.	Mean Diff.		Sig.
	(I) Year	(J) Year	
Grammar	First Year	Second Year	,1882 ,046
		Third Year	,4707 ,000
		Fourth Year	,5026 ,000
	Second Year	First Year	-,1882 ,046
		Third Year	,2825 ,003
		Fourth Year	,3144 ,002
	Third Year	First Year	-,4707 ,000
		Second Year	-,2825 ,003
		Fourth Year	,3,189 ,728
	Fourth Year	First Year	-,5026 ,000
		Second Year	,3,144 ,002
		Third Year	-,3,1892 ,728
Vocab	First Year	Second Year	-5,9113 ,649
		Third Year	,4062 ,001
		Fourth Year	,6534 ,000
	Second Year	First Year	5,911 ,649
		Third Year	,4653 ,000
		Fourth Year	,7,125 ,000
	Third Year	First Year	-,4062 ,001
		Second Year	-,4653 ,000
		Fourth Year	,2,472 ,051
	Fourth Year	First Year	-,6534 ,000
		Second Year	-,7,125 ,000
		Third Year	-,2,472 ,051
Listen	First Year	Second Year	,2395 ,101
		Third Year	,8097 ,000
		Fourth Year	1,1355 ,000
	Second Year	First Year	-,2395 ,101
		Third Year	,5702 ,000

		Fourth Year	,8960	,000
Third Year	First Year	-,8097	,000	
	Second Year	-,5702	,000	
	Fourth Year	,3258	,022	
Fourth Year	First Year	-1,1355	,000	
	Second Year	-,8960	,000	
	Third Year	-,3258	,022	
Speak	First Year	1,799	,898	
	Second Year	,5629	,000	
	Fourth Year	,8958	,000	
Second Year	First Year	-1,7991	,898	
	Third Year	,5449	,000	
	Fourth Year	,8778	,000	
Third Year	First Year	-,5629	,000	
	Second Year	-,5449	,000	
	Fourth Year	,3329	,015	
Fourth Year	First Year	-,8958	,000	
	Second Year	-,8778	,000	
	Third Year	-,3329	,015	
Pronunc	First Year	-,2391	,324	
	Second Year	,4054	,065	
	Fourth Year	,6873	,003	
Second Year	First Year	,2391	,324	
	Third Year	,6446	,010	
	Fourth Year	,9265	,000	
Third Year	First Year	-,4054	,065	
	Second Year	-,6446	,010	
	Fourth Year	,2819	,234	
Fourth Year	First Year	-,6873	,003	
	Second Year	-,9265	,000	
	Third Year	-,2819	,234	
Writing	First Year	,3276	,017	
	Second Year	,7108	,000	
	Fourth Year	,9265	,000	
Second Year	First Year	-,3276	,017	
	Third Year	,3833	,006	
	Fourth Year	,5989	,000	
Third Year	First Year	-,7108	,000	
	Second Year	-,3833	,006	
	Fourth Year	,2156	,107	
Fourth Year	First Year	-,9265	,000	
	Second Year	-,5989	,000	
	Third Year	-,2156	,107	
Reading	First Year	-,1044	,348	
	Second Year	,2269	,024	
	Fourth Year	,5574	,000	
Second Year	First Year	,1044	,348	
	Third Year	,3313	,004	
	Fourth Year	,6618	,000	
Third Year	First Year	-,2269	,024	
	Second Year	-,3313	,004	
	Fourth Year	,3304	,002	
Fourth Year	First Year	-,5574	,000	
	Second Year	-,6618	,000	
	Third Year	-,3304	,002	

\* The mean difference is significant at the .05 level.

**Table 4: Indep. S. Test for Sex**

	Sex	N	Mean	S. D.	t	Sig. 2t
Grammar	Female	229	2,0393	,6021	-,650	,516
	Male	63	2,0952	,6147	-,642	,522
Vocab	Female	228	3,0702	,8098	1,284	,200
	Male	63	2,9206	,8482	1,251	,214
Listen	Female	229	2,9913	,9551	-,630	,529
	Male	63	3,0794	1,0821	-,586	,559
Speak	Female	229	3,2533	,8819	,848	,397
	Male	63	3,1429	1,0295	,777	,440
Pronunc	Female	229	3,0611	1,5800	,064	,949
	Male	63	3,0476	1,0988	,078	,938
Writing	Female	228	2,5175	,9026	-,422	,673
	Male	63	2,5714	,8746	-,430	,668
Reading	Female	228	2,2325	,6919	,101	,919
	Male	63	2,2222	,7714	,095	,924

**Table 5: Indep. S. Test for Prep School Study**

	Prep Sch	N	Mean	S. D.	t	Sig.2t
Grammar	Studied	188	2,1011	,6078	1,894	,059
	Exempt	103	1,9612	,5928	1,908	,058
Vocab	Studied	187	3,0802	,8025	1,089	,277
	Exempt	103	2,9709	,8455	1,073	,285
Listen	Studied	188	3,0957	1,0140	1,861	,064
	Exempt	103	2,8738	,8931	1,931	,055
Speak	Studied	188	3,3351	,8953	2,665	,008
	Exempt	103	3,0388	,9280	2,637	,009
Pronunc	Studied	188	3,1862	1,6906	1,933	,054
	Exempt	103	2,8350	,9911	2,233	,026
Writing	Studied	187	2,5829	,8843	1,329	,185
	Exempt	103	2,4369	,9147	1,316	,190
Reading	Studied	187	2,3102	,6956	2,584	,010
	Exempt	103	2,0874	,7155	2,563	,011