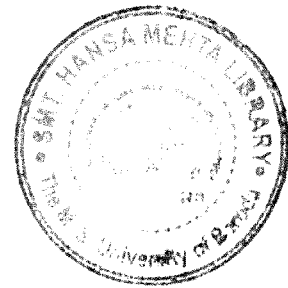




# INTRODUCTION

## CHAPTER 1



## INTRODUCTION

### 1.1 INTRODUCTION

Education is one of the basic needs of human beings. Education has the capacity for bringing about change. Education is one of the most important building blocks for a nation as it serves as an instrument of economic and social development. It is through education that a child gets equipped with skills and competencies essential for a successful life. Education is a process of development from birth to death. Education refines sensitivities and perception that contribute to individual growth and development, social cohesion and national spirit. Education hence, as a system becomes a potent instrument for achievement of society's goals. Modern educationists may answer to education as an essential requirement for social justice and equity. Jurists may find its answer in the constitutional commitments and also in the judgments delivered by the courts in different cases. Psychologists may consider it is an important tool to bring an effective change in the behavior pattern of the pupils; economists may hope prosperity and economic well being of the general public. Others may treat it as a step for further education. However, all have advocated the need of education for all.

Human beings are social animals, who always have the thirst of eagerness to know things in and around. To satisfy the thirst of eagerness interaction and communication are necessary and to fulfill this purpose language plays an important role in the life of mankind. Without language human beings are unthinkable. It promotes our thoughts, mediates our relations with others and even creeps in our dreams. It plays an important part in unifying a vast and complex world. Without it, society as we now know would be impossible. The overwhelming bulk of human knowledge is stored and transmitted in language. Language learning requires active participation of learners. Whatever is learnt needs constant practice and use for consolidation of knowledge. **Hutchison and Waters (1987)** pertinently point out, "learning a language is not just a mental process but a process of negotiation between individuals and society".

English has been rightly described as a window on the rapid progress of technology and scientific knowledge that is constantly taking place in the world. It has been described as a pipeline for the stream learning. The **NCERT (1966)** observed, "English is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges we give up English we could cut ourselves off from the living stream of ever growing knowledge. **Education Commission (1964-1966)** as rightly stressed that English would play a vital role in higher education as an important library language. The Commission has said that no student should be considered as qualified for a degree, in particular Master's degree, unless he has acquired a reasonable proficiency in English.

## **1.2 IMPORTANCE OF SECONDARY EDUCATION**

According to **NCERT (2000)**, "Students at secondary stage should develop ability to use their knowledge, understanding and skills. At this stage they should be able to look for sources of information and analyze problems and issues radically and scientifically. Thus, making them understand realities of life in order to prepare for the world outside the school. The stage of secondary Education is a terminal stage for some and transitional stage for others. This stage turns out to be the most important for the future of an individual. Secondary Education has a vital role to play in any programme of education for the community. This is the stage after which majority of learners will go for higher learning or will enter the world of work. Attitudes and skills developed at this stage would become foundations for further growth and development. Secondary Education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14 to 18 for entry into higher education. Internal compulsions and international commitments are forcing the secondary Education system to gear up to meet the ever-increasing demand for education. The major thrust in the Tenth Plan, thus is to meet the increased demand for Secondary Education. The Government has to play a greater role to encourage opening of new secondary schools, expansion of capacity of the existing schools including double shifts, upgrading of upper primary schools in backward, unserved and underserved areas as also expansion and diversification of open schooling

and distance education system. According to the **National Policy on Education (1986)**, "Secondary education begins to expose to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to private children with a sense of history and national perspective and gives them opportunities to understand their constitutional duties and rights as citizens."

### 1.3 THE CONCEPT OF LANGUAGE

Language is a system for the expression of thoughts and feelings by using spoken sounds and conventional symbols. The importance of language in the life of human beings cannot be emphasized. One cannot imagine a society without language. It is the basis for human progress. Without a language progress civilization is not possible. Language promotes social interaction and serves as a means of social control. As language plays a prominent role in the preservation, advancement and transmission of culture, Language is a living phenomenon and like other living things it is subjected to change. **Bernstain (1970)** has proved that those who are good in language are good in all other subjects and those who fail in language are likely to fail in all other subjects. He has further added that language is the foundation of the curriculum, because the subjects of the curriculum are taught through the medium of language. On the similar lines **John (1969)** shows importance of language in the following words: "Language is the instrument with which man forms thought and feeling, mood, aspiration, will and act, an instrument by whose means he influences and influenced, the ultimate and deepest foundation of human society." According to **Bloomfield (1973)** change in language does not reflect individual variability but seems to be a massive, uniform and gradual alteration. Human language is flexible, full of variety, non-instinctive and it is acquired rather than inherited. Language is a universal and recognizable part of human behavior.

According to **Sapir (1921)** "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". As **Harris (1967)** observes, ".....only through language, thought is made possible, and only through it

humanness is made possible". Language is a great possession of man and is particular to the human species. Language stores knowledge, precision, and incantations of our thoughts, ideas, dreams, communications, relations and meditations. Language enables us to speak. It is a set of conventions, which all human beings hold in common with the help of faculty of speech; one can speak and modify it to write and change it into different media. Language is language in whatever context it is used. Several linguists have defined language in several different ways.

#### **1.4 LANGUAGE AS A BASIC MEANS OF COMMUNICATION**

Language is perhaps the most convenient and standard means of communication. Humans express their thoughts, desires, emotions, feelings through language. Non-linguistic symbols such as expressive gestures, signals of various kinds, traffic lights, road-signs, flags, emblems and many more such things as well as short hand, mores and other codes, the deaf and dumb and Braille alphabets, the symbols of mathematics and logic, etc. are also means of communication. Yet, they are not as flexible, comprehensive, perfect and extensive as language which is the best means of self-expression. The use of language to communicate arises from the communal nature of language. Social beings urge to communicate with others is irrepressible. They want not only to express their views and ideas, but also desire to listen for ideas communicated by others. As **Flower (1967)** rightly observes, "Isolated man is a silent man". Human beings convey not only their articulated feelings, desires, attitudes, advice, command, assuring, reaffirming, comforting etc., but these also develop their vicarious experiences from others also. **Grace (1965)** in her excellent book, "Speech: Its Functions and Development", wrote "Men do not speak simply to relieve their feelings or to air their views, but to awaken a response in their fellows and to influence their attitudes and acts". It is through language that one can store knowledge and transmit messages, knowledge and experience from one person to another, from one generation to another. Most of the activities in the world are carried on through or by it. It is language again that connects the present, the past and the future together. As people use language for various reasons the

needs and inventions of the society give scope to its development and enrichment. The language use can be in the form of spoken or written symbols. It should be clear and meaningful otherwise there will be a breakdown in communication. If it is true that language connects the past, the present and the future, it means to say that language is not only for communication, but also meant for some other purposes in the society.

Communication is a process human beings use to send messages for others to receive. Not only have human beings, animals too communicated. But, what makes human communication different is the use of language, which is full of meaningful sounds, words, symbols and images. Language plays a vital part in the basic process of sharing thoughts and ideas, as well as feelings. To fulfill the objectives of communication, language is essential. Language which is convertible into different media makes communication effective. Language helps to interact and transact. Communication serves the same interactive purpose. Language is the most convenient means of communication. It is used to formulate, transmit and receive messages. Knowledge is preserved and stored and passed on to the next generation through Language. It is the only bridge between the past, present, and the future. Communication happens directly, indirectly, laterally, in upward, downward and grapevine patterns. Without language communication cannot essentially be meaningful.

Language serves two purposes. Which are:

- As an instrument of communication
- As a vehicle of thought.

Communication is a basic human right and serves as a means through which one controls our existence. It helps in building relationships and making choices. It is the way of expressing one's feelings, thoughts and emotions thereby making a sense of the world around us. Communication works through a two-way process, by which messages are sent and understood between individuals or group of people. People in societies develop common languages so that they can live together with shared means of communication. Everyone has a right to control their existence through

recognition and meeting their means of communication. Effective communication is fundamental to achieve the above listed purposes.

When two or more people are talking to one another the process would be misrepresented by supposing that, before speaking each one conceived a thought in his mind and then put it into the words. Occasionally a speaker may pause to consider what to say before making his contribution to the conversation; he/she may making up his/her mind on what the truth of the matter is or he/she may be pondering how best to express his./her thoughts. In such a case he/she may be framing his/her thoughts and also communicating simultaneously.

The process of communication is necessary for children because it enables them to participate in school activities thereby bringing significant changes in their skills, knowledge and attitudes. People living in a particular community need to develop a common language to avoid misunderstandings, mistrust and segregation. Lack of this effective communication leads to frustration and withdrawal.

## **1.5. FEATURES OF A LANGUAGE**

Language is a unique gift of human beings and has several characteristics. These features explain its nature. One uses language as a tool for communication. The science of language recognizes the expression and communication from human beings by means of speech and then converts it into other media for communication. According to **Sapir (1921)** features of language are as under:

### **1.5.1 Language is Sound**

This feature says that language is verbal in nature as it is a combination of sounds and vocal symbols. With the help of the speech organs these sounds are produced to convey some meaningful message. This feature in particular specifies that speech is primary to writing. Every language exists in spoken form and hence is called verbal symbolism. With the help of verbal elements like sound, words, phrases etc. sentences are made.

Language is considered as a vocal auditory channel. It is made up of sounds produced by articulator organs and received by receptor organs.

### **1.5.2. Language is a Social Phenomenon**

Language is undoubtedly a possession of a social group wherein we use it for communicating with each other. Interaction in the society is possible only through language. Language exists in the society and helps nourish and develop culture and establish human relations. One can use it as members of society; otherwise, it cannot exist. Through language culture is transmitted, friendship is built and bondages are developed in human society. Human beings are not born with an instinct to learn any language. It is only when they live as members of the society that they learn it. Language has a social function without performing which it becomes extinct.

### **1.5.3. Language is Non-instinctive and Convention**

Language was not created in a day. It is an outcome of evolutions and conventions. As it is a human institution, it changes, grows, expands and dies when there is no one to practice it. Each generation transmits this convention on to the next. Every language is a convention in a society. Along with being conventional language is non-instinctive, because it is acquired by human beings. However, each of us has an innate ability to communicate. Human beings acquire language mainly through imitation, insight and cognitive perceptions.

### **1.5.4. Language is Arbitrary**

All forms of communication used by early man evolved arbitrarily. These forms were accepted gradually by the members of society and came into use. Language is arbitrary in the sense that there is no inherent reason between any given feature of language and its meaning. According to **Tudor (1969)** "By the arbitrariness of language means that there is not inherent or logical relation or similarity between any given feature of language and its meaning." That it is entirely arbitrary; there is no direct, necessary connection between the nature of things or ideas the language deals with. Linguistic units are combinations by which these things or ideas are expressed. There is no reason why the four legged domestic animal should



be called a *dog* in English, *Kutta* in Hindi, *kukkar* in Sanskrit, *Nai* in Kannada and Tamil, *kukka* in Telugu, *Kukur* in Bengali, *Chien* in French, *Hund* in German, *kutra* in Marathi *Kutro* in Gujarati, *kalb* in Arabic and so on. That these particular words rather than any other are used in these different languages is merely an accident of linguistic history. If the formation of language is a process, the language is represented through symbols - both graphic and verbal. So one can say that language is made up of symbols.

#### **1.5.5. Language is Symbolic**

Language is a system of arbitrary, vocal and graphic symbols to denote concepts, things ideas, etc. One can use sounds and words as symbols. In any language every word, Phrase or sentence thus presents some ideas or objects related to it. Along with the word comes a picture related to it in mind. This is the same in every language. Symbolism is in fact a necessary consequence of the feature of arbitrariness. A symbol stands for something else. It is a substitute for one form of language into another. If language is arbitrary and symbolic, it has to be systematic too.

#### **1.5.6. Language is Systematic**

Every language is system of systems. Language is symbolic in nature and these symbols are arranged in a particular system. Every language has its own system of arrangement. It consists of phonological and grammatical systems and within a system are several sub systems. This system of arrangement of sounds in a particular way is called the phonological system. The phonological system differs from one language to another. Similarly, the grammatical system also follows certain rules. For example, in English 'Rama killed Ravana' is permitted but not 'Rama Ravana killed'. This means to say that words should be combined only in a particular fashion in any particular language. This refers to grammatical system of a language. This grammatical system also differs from language to language. Apart from being systematical; language is creative, complex and modifiable. Language is also characterized by duality. Let us study more regarding this feature.

### **1.5.7. Language is Modifiable**

Language is creative and productive. The structural elements of human language produce utterances. These elements change according to the needs of the society. For example, Modern English is different from Old English. The same is the case with Hindi. In ancient times languages like Pali and Prakrit emerged from the Oriental Sanskrit language. It means to say that language is a social need and it changes according to the necessities and purposes of the society. Language is changeable in another way. Language, as a verbal and vocal medium of communication can be changed into the graphic medium (letters, signs, pictures, symbols) for wider public use so that it can be used even by the illiterates, the deaf and the dumb. This can be further changed to meet the purposes of blind into tactile medium (touch, i.e., Braille language). The scope of the language and communication widens as it changes and gives wider spectrum for communication.

### **1.5.8. Language is Unique**

Language belongs to a set of Indo-European family of eight major languages. All the languages have evolved out of this family. But no single language is like the other. Each is different from the other because of geographical, social and cultural differences as well as diversities. The native habits influence the language and thus the entire system of the language is specially a unit by itself and unique for study despite common features each language has its peculiarities and distinct features. Language is useful in, several aspects. These features are useful only for the purpose of understanding the nature of language but one can also use language as a skill.

### **1.5.9. Language is a Skill**

Mother tongue is learnt naturally. But when a second language is learnt, it is based on the four Listening, Speaking, Reading and Writing (LSRW) skills. Language is acquired as we acquire any other skills like eating, walking, running, etc. One can use our cognitive, behavioral and psycholinguistic attitudes to learn languages in stages first by listening to it,

then trying to repeat it by speaking, then learning to read and finally write. For the systematic learning of language and its rules a lot of language exposure and compulsory references to important aspects are essential. Language is not a subject to study, but a skill to be practiced and perfected.

#### **1.5.10. Language is both Linguistic and Communicative Competence**

Language is both a psychological and sociological phenomena, which constitutes a person's competence as a speaker in any given situation. The psychological principles enable humans to make unlimited number of utterances first and sentences later: These are based on situations and are purely verbal in nature. There always exists a correlation between meanings and sound. Language specifies the, linguistic competence. But this is not enough for communication. In order to develop communicative competence socio-linguists stress on the use of language according to the occasion and context. The speaker, listener, profession, social status of both speaker and the listener decide the communicative purpose and competence. Language is definitely a result of social interaction and it is only through social existence that it survives.

#### **1.5.11. Language is Human and Structurally Complex**

Language is very specific, whether it is of human kind or animal kind. But animals cannot acquire language as humans do, because, one just inherit a set of sounds which one biologically possess- Human language in turn has a complex structure. The physical adequacies, the articulatory organs, the knowledge of communicative importance make human language very well - defined. Human language as one have discussed in the beginning is open-ended, extendable and modifiable, whereas this is not possible with the animal language. Human language is considered to be complex and unique because it is conditioned by geography, is full of novelty, made up of creativity, has grammatically cognitive as well as behavioral features, is descriptive and narrative.

## **1.6 PRINCIPLES OF LANGUAGE LEARNING**

Language learning is related to the formation of a set of habits. In the case of learning one's mother tongue, though these principles are involved, a learner acquires the language, being unaware of it and without any conscious effort. But when a language is being acquired in a formal set up, as a second language, it becomes necessary for a language teacher to apply all these principles for the teaching and learning of a language. **Sharma and Tuteja (2001)** gave the principles of language learning which are as under:

### **1.6.1. Principle of Speech**

When a second language is taught in a school situation, it is common that the teacher follows LSRW skills. She follows oral approach in the beginning to teach the audio lingual skills first followed by reading and writing. Language as we all know is vocal-auditory channel. This principle very clearly explains that without the primary knowledge of language patterns, speech is incomplete, imperfect and inefficient to decipher the written material. If the students master the language orally, they will be ready to read and write as a follow up activity. Students who first learn to write or understand the script cannot as a rule learn to speak by themselves. Teacher can use suitable models of speaking like tapes or disc recordings so that the students learn the language by imitation.

### **1.6.2. Principle of Basic Sentences**

These are practical principles advocated by almost all linguists based on psychological justification. Students can easily imitate or repeat longer utterances or sentences easily in their mother tongue rather than in a foreign language. The memory span of the child will be short and there is every chance that he forgets what he listens to, when he is learning a second language. The student cannot use the examples to understand the grammar or create other sentences by analogy because he does not remember them. To help him overcome this difficulty, he can start using and memorizing simple conversational sentences.

### **1.6.3. Principle of Patterns as Habits**

The primary aim of learning language is using it in day-to-day life. For writing, one can use sentences and they are constructed with the help of patterns. To know the language is to use its patterns of construction with appropriate vocabulary at normal speed for communication. Verbalizing or understanding a pattern is of little use until the student forms the habit to practice patterns. Practice will assist the student to learn and use the language through variation as related to the situation.

### **1.6.4. Principle of Sound System**

Language is spoken in form and is verbal in nature. Language should be taught to the students with the help of sound system. These sounds can be taught to the students through various methods like demonstration, imitation, props, contrast and practice. The sound system has to be taught with the use of structures and vocabulary. But, the child cannot learn through mere observation. Partial attempts, drops in the form of articulator clues and minimal contracts eventually focus the phonemic differences and the child will learn to grasp the intricacies of sound. The introduction to sound system and enough practice will lead the child to get first hand experience. This helps him speak fluently. This practice leads to the development of other skills.

### **1.6.5. Principle of Vocabulary Control**

When a child begins to learn any language, one first learns to master the sound system and then grammatical patterns. To help one construct correct sentences, vocabulary should be taught. But, this should be minimal, selected and graded properly. If too many words are thrust on the minds of the students, they cannot probably learn quickly. So, if the load of vocabulary is minimum at first, they can easily learn basic patterns and significant sounds. Vocabulary can be expanded later when these basic structures have been mastered through practice.

### **1.6.6. Principle of Teaching the Problems**

The child invariably learns first language and second language in a school situation. It is also very true that there exist a lot of structural differences between the first language and the second language. These can

be termed as problems. Though these are not exactly problems; they require conscious understanding. The teacher need not concentrate on these aspects in the beginning itself and teach the problems to the students. Instead, the teacher can present language in meaningful situations. This helps the students pick up language and its use clearly. Practice of language in situations will make the student learn language without any confusion.

#### **1.6.7. Principle of Writing as Representation of Speech**

This principle means to say that teaching of the graphic symbols and the associations of these symbols with the language units they represent are separate tasks. It also implies that teaching reading and writing are distinct from teaching speech and should not be confused with it. Language learning is based on LSRW skills. The conventional and scientific principles of learning emphasize that language learning starts with the teaching of listening first. This can be done with the help of narration, stories, play-way methods and games. This orientation assists the students to speak. The teacher questions the student, elicits answers and makes it convenient for the student to interact. This is followed by intensive and extensive reading practice given with the help of prescribed reading material. After all these skills are mastered, writing can be finally taught as graphic representation of language units and patterns that the student already knows. It is also a psychologically proven method because sufficient knowledge of spoken language will always help one to read and write better.

#### **1.6.8. Principle of Graded Patterns**

Patterns should be taught gradually in cumulative graded steps especially in second language teaching. This principle specifies that it is better to teach with the help of sentence patterns, rather than with the words. Early in teaching, there should be graded questions and responses, request and greetings as well as statements. This can be followed by sub-sentence elements such as, parts of speech, structure of sentences; words and modification structures. Later on, we can add new element or pattern to previous ones.

For example, one can teach questions with 'do' form (Do you understand?) before teaching questions with interrogative words (What do you understand?). Once the 'do' pattern has been taught, the what, when, where questions are more easily presented and understood. The whole of the language cannot be taught at one stretch. Even a child when learning second language can be taught the content which is selected and graded based on the frequency of how the words occur, the range, and limitation of the word, convenience and usability of the word in known situations, the scope of the word and the teach ability of the word.

#### **1.6.9. Principle of Language Practice versus Translation**

It is a universal fact that languages are equal and important. But, it is also true that no two languages are similar. There is no possibility of complete equivalents or substitutes in any two languages. Hence, word-to-word translations are impossible. If at all the translation is done, it tends to produce incorrect constructions. Psychologically, the process of translation is more complex, different and unnecessary for learning the LSRW skills. Several linguists like P. Gurrey support the theory that the teaching of mother-tongue and the teaching of a foreign language can support each other. It may be easy to get the meaning and learn about the differences in two languages this way, but this translation is only a last resort in the teaching of a second language. Instead, it is better to teach language through practice as it gives more concrete knowledge and enough room for the student to learn the language.

#### **1.6.10. Principle of Authentic Language Standards**

A language has to be taught as it is. A language is a structure of communication and no single dialect can be accepted as standard, the usage of people using the language should be taken into consideration. This principle implies to say that the language used by people is authentic. While it is being taught it has to be kept in mind that usage of language occupies prominent place in the learning of language.

### **1.6.11. Principle of Practice**

The student must be given practice in learning a language. Especially when it is a second language situation, the student must be engaged in practice most of the learning time. This principle has a psychological justification too as the performance of learning is in direct proportion to the amount of practice. Once the students acquire the LSRW skills, they should be drilled by making them do the work with the help of many assignments. The correlation with real life helps the students learn the language situationally and more meaningfully.

### **1.6.12. Principle of Shaping Responses**

In language-learning, the student finds it difficult to produce or hear the elements and structures different from those of his first language. This principle recommends two treatments to sharpen the response of the students while learning the first language. One method of teaching and shaping responses is to break up the response into smaller parts, practice and then attempt full response. In another way, responses can be shaped by giving articulator clues or other hints to help the student approximate the response. For teaching vocabulary and grammar, hints can ably be given to elicit proper responses. Similarly, for teaching verbs, tenses, etc., visual aids, diagrams, sketches; substitution tables can be used to get right responses.

### **1.6.13. Principle of Language in Situations**

We communicate with each other to express our thoughts, feelings, ideas and emotions with the help of language. Language is a social, cultural and geographical phenomenon. Man acquires language skills when one is exposed to real situations in the society one is living in. Even in a contrived or classroom situation, practicing language items can help in acquiring language. Proper use of motivating aids and illustrations in creating situations can be more meaningful in teaching the learning process for meaningful acquisition of language.



#### **1.6.14. Principle of Learning as the Crucial Outcome**

Language could be taught with scientific precision. Teaching is primarily for learning rather than for entertaining. For example, the entire language learning can be based on LSRW Skills. For instance, take a textual passage. When this is read to make the students listen to it, they will try to recognize the known concepts and words. The introduction of vocabulary and structures will help them get motivated. This also encourages them to speak. Also the students may be made to read out the same passage. Finally they may also be given writing exercises. In a scientific approach, the amount of learning outweighs interest. Once the effectiveness of a technique is demonstrated, working to make it more absorbing is not necessary.

These are the principles of language learning that give better scope for learning, especially a second language. These principles emphasize that teaching of a language should be done as naturally as possible. The child should be motivated so that he feels enthusiastic to learn the language. The above-discussed principles make it clear that language when acquired is influenced by various factors both psychological and sociological. Let us now study what these factors are and how they influence the learning of the language.

### **1.7 FACTORS AFFECTING LANGUAGE LEARNING**

Learning of language is essentially the formation of speech habits. It is natural either in learning one's mother tongue or a foreign language. While learning a second language, the child has to form speech habits consciously. The habits in first language learning are formed automatically before reasoning about it starts. But in the learning of the second language reasoning starts before learning the language. Hence, the learning of second language is always creditable. According to **Hall (1964)** there are many factors that influence the learning of a language which are:

#### **1.7.1 Psychological Factors**

- (i) It is true that every individual puts an effort to learn anything. While learning the second language, it is reasonably applied. If the student does not have proper motivation or desire to learn the language, his

- involvement in the study will be very less. In a controlled atmosphere, where he is motivated, a child can learn more quickly if the interest is sustained.
- (ii) Scientifically it is factual that a normal human brain functions in the same way in every person. But it depends upon how much an individual makes use of his intelligence. If the child is sharp enough to perceive and then creatively abstract what he has listened to or read, learning becomes more effective and immediate. It is also evident from various researches that a normal child with good mental health learns language more easily than a child with emotional problems and mental disability. The language learning ability of a child is related even to the intelligence of the child, as he has to comprehend the skills. Reflective memory reasoning and general knowledge are of a greater help to enable the reader to infer the meaning of the content.
  - (iii) Young children do not readily understand the terms perception and abstraction. Little bit of love, care and incentives in the form of prize and praise can help them to learn what one intends to in a very easy manner. This means to say that motivation, readiness to learn and stimulation leads the children to learn the language. The readiness to learn a language depends much on environmental opportunities and facilities.
  - (iv) Environment, in which the child is placed, affects his feelings and emotions. If the environment is conducive, the child will show readiness to learn and improvise his learning habits.
  - (v) Rewards and punishments greatly influence the language learning abilities of a child. It does not mean that a child has to be threatened or bribed to learn a language. Rewards may pamper the children in a negative way and punishments may help them to retaliate. Fear, hatred and easiness towards the learning of new language is always not advisable. But, judicious use of reward and punishment influences the pupils to learn the language.
  - (vi) Memory is a psychological device to store knowledge. Auditory ability is necessary in language learning that starts with listening to the sounds.

To discriminate and determine the correctness of sounds, auditory skill and memory is required. Good speech habits are always through auditory perceptions. If these are carefully retained, language learning becomes easier and speaking skill develops faster.

### **1.7.2 Sociological Factors**

- (i) The classroom atmosphere and environment are the prime factors in the learning of language. In the learning of second language, these factors motivate the child to perceive and abstract the language. If the infrastructure of the school and classrooms is not comfortable, learning becomes very burdensome. Proper facilities may develop a desire to learn the new language.
- (ii) In the case of second language learning, the students are formally taught and practice is given to them. If parents could reinforce the efforts of the students to practice at home, the learning will be all the more effective. If parents encourage their children and make them learn the new language and practice it, children will easily learn or show interest to learn.
- (iii) The school, whether it is an English medium school or vernacular medium school, should ensure proper provision for the students to learn and practice the language in the school itself as long as possible.
- (iv) Need or utility is another important sociological factor which influences language learning. The student will always be prejudiced to learn the second language. If they are given proper orientation about the utility of learning; and awareness for the need to learn the language, they learn it more interestingly.

## **1.8 ENGLISH IN THE MODERN WORLD**

English is inherently a borrowing and an anglicizing language which the accidents of history have made it the most important language for wider communication and most useful to study. Perhaps, the reasons for the predominance of English can be found related to two important

phenomena in the world, i.e., the vast expansion of English cultural and commercial influence in many parts of the world by the British imperialism in the nineteenth century, and secondary with the economic influence of the United States of America, in the twentieth century. The combination of political influence and technological superiority gave English an advantage to become an international auxiliary language of the world. English is being used as an international language in diplomacy, international trade, tourism, air-traffic controls, etc., English is official language of international aviation and unofficially is the first language of international sports, as well as for international pop-music industry. The rapidly developing technology of the English speaking countries started spreading more programs on the media like radio, television, films, recordings and books readily available to the developing countries. As **Crystal (1987)** puts it:

"It is the main language of books, airports, newspapers and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop-music and advertising. Over two third of the world's scientists write in English. Three quarters of the world's mail is written in English. Of all the information in the world's electronic retrieval system, 80 per cent is stored in English. English radio programs are received by over 150 million in 120 countries".

Today, it is difficult to estimate the number of people in this world who have acquired an adequate working knowledge of English in addition to their own native-language. English is a language which is used by more people than any other language on this Earth, without the barriers of race, colour, creed and caste. English now exists in its own right in a number of world varieties. English is widely used over the world as a first language, second language or as a third language or foreign language.

Regarding the speakers of English as second language, it would be worth while to quote **Stevens (1987)**:

“English is considered as a second language, when it has special standing such as being acceptable at the courts of law, being the medium of instruction in major sectors of the educational system, being used in regional or national administration, being commonly used on radio or television, and where there are major newspapers published in English”.

Thus, in countries like India, Pakistan, Bangladesh, Sri-Lanka, Hong-Kong, Cyprus, Gibraltar, Singapore, Malaysia, Nigeria, Ghana, Kenya and Phillippines etc., English functions as a second language and its speakers are referred to as Non-Native Speakers (NNS). English has been designated legally for official or semi-official status as politically attractive and as a neutral language where non-native language is acceptable. It acts as a means of communication between people of different mother tongues. It is also used as a medium of instruction in the higher reaches of the educational system, as a legal language in the courts, as the language in which many books and periodicals are published. Indeed, English has become a significant factor in national unity. As for example, English attained its dominance over Africans for political reasons.

In several countries now English is being learned as a third language. As **Strevens (1987)** notes:

“English is a foreign language within a community when it has no special standing, but is simply just another language”.

In countries like Norway, Egypt, Belgium, Indonesia, Japan, Korea, Brazil, China, France, Sweden, etc., English is used as an international or third language. Students are required to learn it or choose it as a foreign language. In Russia, English is the primary foreign language, eagerly studied for access to western science and technology, for international commerce and tourism, or for international economic and military aid.

It is evident from what is discussed above, that English has gained a unique place all over the world. The phenomenal rise on the levels of



use and growth of English had been unprecedented in the history of language. In this context, **Quirk (1985)** writes:

“.....English is a global language in English as Native Language (ENL), English as Second Language (ESL) and English as Foreign Language (EFL) works pretty well in its global and context today: certainly the globe has at present no plausible substitute”.

## **1.9 ENGLISH LANGUAGE IN PRE-INDEPENDENCE INDIA**

As far as India is concerned, English is not a foreign language. English has become an integral part of the history of India. The history of English language in India can be traced back, to 31<sup>st</sup> of December, 1600, when Queen Elizabeth I of England granted a charter to the Governor and Company of Merchants of London trading with the East India. During the reign of the British, it was used as the official language. Lord Macaulay is generally held responsible for the introduction of English into the Indian Education. It was in the first half of the nineteenth century that schools and colleges, teaching through English began to be established. As the popularity of the English grew, Raja Ram Mohan Ray and David Hare founded the Hindu college in which the medium of instruction in higher classes was English, and also established the Duff's English College, a missionary institution in 1830. In 1857, three universities were established, one each at Calcutta, Bombay and Madras. The senate of the University of Calcutta adopted a resolution of conducting all the examinations in English, in 1861, which eventually, compelled all schools to introduce English as a very early stage.

In 1917, the Calcutta University Commission took note of the rapid decline in the academic standards, particularly, of English and in other subjects as well. Instantly, the Calcutta University Commission recommended a progressive education replacing English by the Vernaculars as an alternative with English for the high school Examination of all Indian Universities and Boards. Thus, over a hundred years ago, i.e., when the British introduced the modern system of English education in India, the study of English was an important part of the liberal and humanistic discipline. Macaulay's Minute became the official language policy of British government

in India and assured pride of place for English in the Indian Educational, administrative and social system. English gained deeper roots and had been accepted as the language of the elite, of administration and above all for the all India Press. Some of the most widely circulated newspapers of present day India namely; the Friend of India (1818), forerunner of the present 'The Stateman', The Times of India (1838), The Hindu (1878), The Tribune (1881) and the Hindustan Times (1923) were established during those years.

### **1.10 ENGLISH LANGUAGE IN POST-INDEPENDENCE INDIA**

Soon after Independence, India faced a big complicated and controversial problem about the place of English in the Indian Education. The majority of the political leaders, especially in Gujarat state believe that the study of the English language and literature should have a secondary position in teaching. However, many eminent educationists and scientists expressed their opinion that this would lead to sacrifice of many of the advantages gained from the study of English. India is still a developing country and giving up English would be totally cutting us off from the living stream of our growing knowledge. The study of English in free India is not only desirable but also essential. Maulana Abdulkalam Azad, the Education Minister, expressed his opinion,

"So far as general studies are concerned, it was never my intention to suggest that there should be any falling in the standard of English. One hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of education in India. In addition, English has today become one of the major languages of the world, and the Indians can neglect its study at the risk of loss to themselves. I am convinced that in the future as well as the standard of teaching English should be maintained at as high a level as possible".

The recommendations of the Central Advisory Board made at its meeting held on January 16, 1957 were, "English should be one of the three compulsory languages for students at the secondary stage, the other two being Hindi and the mother-tongue or the regional language. This three-

language formula should form the basis of a national policy and all state Governments should be invited to fall in line with it as early as possible”.

In the opinion of **Kabir (1959)** “leadership in the modern world cannot be achieved without the knowledge of the lives and history of the peoples of many lands. English is a symbol of this contact and it provides us a major window to the outside world.”

**Education Commission (1964-1966)**, emphasized the role of English as a library language. National Policy on Education, 1968, laid down that, “special emphasis needs to be laid on the study of English as an international language”. **Das, (1989)**, **Aurobindo (1977)**, the great scholar, philosopher and educationist, laid down his opinion that the political freedom of India was attributed to the instrumentality of English language through which Indians learned about liberty, democracy and equality and recommends it for national integration. He further expresses that; India’s mission in the world cannot be carried out through any of her own regional languages, but only through English”. To quote him again, “the root of the tree of world culture entered the Indian soil in the shape of English through which India will transmit the water spiritually and divines the world”. **Menon and Patel, (1969)** also express their views on the contribution of English to the formation of new independent India, “The work of John Stuart, Burke, Macaulay, Lincoln, Carlyle, Ruskin and most of others written in English stimulated independence among Indians and made them conscious of their political subjection as well as their political rights. It was this consciousness that inspired the pioneers in their fight for political regeneration of the country. Thus, the unity of the country, the political emancipation of the people and the attainment of independence are largely due to the impact of English thought in the minds of Indians”. **Guha (1977)** in his introductory remarks at the Twelfth Annual Conference of English Language Institutes held at Hyderabad referred to English as, “one of the Indian languages”. **Nayak (1977)** goes one step further when he points out that like Hindi, Bengali, Oriya, etc., English is one of India’s national languages because it is the mother tongue of the Anglo- Indians who are the citizens of India (the Anglo-Indian community is one of the politically recognized minorities). **George (1977)** Central Institute of English and Foreign



Languages (CIEFL) Hyderabad strongly recommended the teaching of English language for the weaker sections of the society which would ultimately contribute to our country's social and economic development.

**Mehta (1980)** says that,

“Reaching Education to the remotest part of the country to one and all as a social objective is a Herculean task; where a foreign language like English has a precise role to play”.

English is also playing, especially in India, as a unifying device to link together all the different provinces which enjoy different dialects as well as medium of instruction. English is still acting as the key external link language which paces with the rest of the world to achieve globalization, modernization and economy that will ensure a qualitatively better life for us. In these days of the global market, English is a valuable asset and we should try to capitalize it. **Prabhavati (1980)** points out, the aims of teaching English in India in view of its importance and the national needs are as follows:

- (i) English as an important foreign language or as an internal language,
- (ii) English as a source language,
- (iii) English as a link language
- (iv) English as a medium of instruction at the university level, and,
- (v) English as a library language.

And considering about the role of official language, **Parasher, (1991)** points out that English is still the official language of Manipur, Meghalaya, Nagaland, Tripura, Arunachal, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Mizoram and Pondicherry. **Joseph (1994)** puts it, “.....it still plays an unrivaled role not only as lingua franca but also as a medium of instruction”.

In the light of the above observations, regarding the functions, necessity and utility of English language in India, it still plays a vital role which no other language can take over. English is the medium of instruction of such professional courses as Medicine, Engineering, Law, Agriculture, Management, etc. It continues to be the only medium of All-India level

seminars, Symposia and academic discussions. English is now chiefly a "service" subject and a library language. There is a greater concern now for the learner's needs. Thus, a noticeable shift of emphasis from the subject to the learner is felt these days. English is an important language for higher education and knowledge, for establishing intellectual, cultural, economic, commercial and political relations with the rest of the world.

### **1.11 FUNCTION OF ENGLISH LANGUAGE TEACHING**

Language is a set of habits so it should be practiced enough to master it. Language is what it is and native by nature. Language is not descriptive or prescriptive. Only components and usage of a language should be taught. It is not necessary to teach its facts. English is one of the well-developed and premier languages of the world. Let us discuss the functions of a language in general and then attribute them to the English language.

Language is a system of sounds through which humans communicate. Animal language is very limited and inherited. Humans do not inherit language it is acquired and learnt just as other skills. So, basically language is a skill. Human language is a part of human behavior. It has been defined in several ways. Aristotle said, "Speech is the representation of the experience of the mind". Human language is distinctive. It is a set of discrete combinations of sounds and it is impossible to learn it in totality. Thus it is learnt according to the usage.

Human language is arbitrary in nature with no inherent connection between the sounds produced and symbols used. Human beings are totally context-free when they communicate. The displacement and redundancy properties of human language make it more elaborate. It is a tool for the preservation and transmission of culture. It is dynamic in nature; it can grow and expand itself with the social needs and demands. Attempts to unravel the mysteries of language have been going on for centuries. Language is systematic and includes the phonological, graphological, morphological, syntactical and semantic systems, which give complexity to human language. The scope of language includes the study of all these systems and is vast, unlimited. It changes along with the development in the language.

### **Functions of language (Shankar, 2003)**

- Language is a developmental phenomenon and has a human function. Language is a psychosomatic process and correlates brain and muscles to make a man speak or write.
- Language has a physiological basis and involves body organs to produce sounds, graphs, signs and symbols.
- Language develops well with practice, which is spontaneous. It is necessary to foster kinetic, motor and kinesthetic language habits while teaching.
- Language is primarily a thought process and there always exists a link between LSRW and thinking.
- The mental aspect of the language is that it is a form of human expression. Thinking and doing go hand in hand.
- Language is symbolizing as man builds a bridge between his expression and universe.
- Language is an abstraction as it is arbitrary in nature. It also pertains to education, imagination, reality and fancy.
- Language is an instrument to transmit culture and set a cultural milieu.

English, as a language, is of relative importance in a society shaped by knowledge and rising technology. As a language of science, mass media, culture, administration and education, English has many users not only in India but also everywhere else in the world. We listen to a language, speak it, read it, and write it

These are called as the skills of language learning. The learner should be in a position to,

- Listen English and understand when someone speaks. Speak English to communicate ideas.
- Read and understand a passage in English. Write English for communicating ideas.

An English teacher has several roles to play in the classroom, as he is a facilitator and tutor to the students. The LSRW skills are important for acquisition of language.

### **1.12 AIMS OF LEARNING ENGLISH LANGUAGE**

Aim is essential to achieve a definite goal. Language is a basic means of communication. The main aim of learning any language is to acquire simple language for day-to-day communication. Language is a skill and the sole aim of teaching a second language at school is to practice the knowledge. The aims of learning a language are directly linked with the skills that are to be developed. As stated earlier the four-fold aims of teaching English in India are:

- To listen and understand English when someone speaks at normal conversational speed - listening comprehension.
- To speak English for communication - speaking ability.
- To read English and understand the content - reading comprehension.
- To write English for communication - writing ability.

English might have been a colonial language in the past. But the present accords it a place not given to any language. English is thus a global and international language. The colonial education introduced by Charles Grant, William Bentinck and Thomas Macaulay in pre-independent India established English as an Associate Official language of our country. During the freedom struggle, the educated Indian natives made use of English to bring the whole nation together in the absence of a common language. The English studies and the teaching of English in India during the British period were basically classical and humanistic. The aims and objectives of teaching English were associated with liberal education, moulding of character, the development of aesthetic sense and the cultivation of ethical thinking. Native speakers of the language first taught English in India. Slowly many Indians became proficient in the language and they started teaching it.

### **1.13 OBJECTIVES OF TEACHING ENGLISH**

The objectives of English language teaching are broadly classified according to skills and sub-skills. The language as a skill is to be developed in

each segment of sub-skills. Further objectives are classified into two categories; they are general objectives and specific objectives. The general objectives are based on all these sub-skills. So general objectives of teaching English are as under: **(Rawal, 2006)**

1. To understand spoken language.
2. To speak the language.
3. To write the language.
4. To read the language.

General objectives are global and long term goals, general objectives state what to achieve at the end of the course or year. Specific objectives are in terms of the minute behaviour change after taking the unit of the course. The above objectives are stated accordingly language skills to be acquired; for acquiring sub skills of language the learners have to pass from the entire course step by step. Some of the objectives of teaching English, which are observed in practice, are as under:

1. To enable the students to acquire the knowledge of elements of language in order to comprehend oral and written form of the language.
2. To enable the students to acquire the knowledge of elements of language in order to express verbally and nonverbally in target language.
3. To enable the students to develop the skill of verbal and non-verbal communication.
4. To enable the students to develop the interest in English literature.

#### **1.14 STATUS OF ENGLISH IN INDIAN EDUCATIONAL SYSTEM**

It was always a matter of controversy and contention whether English should be the official language of the country or not. English is a sad heritage of our past imperialist masters. It is now the window to project our rich culture. In the early stages of its introduction the acceptance was good as it was supported by the enlightened elite who thought that the learning of the language would open up many opportunities to project Indians on international platforms. During the freedom struggle leaders like Gandhi,

Tagore and Azad attached more importance to the learning of the mother tongue. But Nehru, Rajaji and Radhakrishnan laid more emphasis on the learning of the English language because of their foresight and the relative importance of the language in the world. It is a fact that for two hundred years English was part of the Indian culture and heritage and it has become one of the languages of the country.

The present scenario represents the importance of English as a language of science and technology. At the higher levels of study English as a medium of instruction is more useful than any other language. English is a rich language with abundant vocabulary and structures where every single expression finds a meaning. It opens new avenues into the world of learning. For higher education, mastery of English is mandatory as maximum number of books is available only in English. English is the most commonly used link language. The scientific and technological progress has helped the world to come together and become closer. And perhaps in this situation, English is the only language, which can keep the bond alive. English as an international language certainly gives us an opportunity to enjoy the feeling of being one in the world and communicate freely with others. Along with this the growth of literature and scientific advancement is much finer and faster in English than any of the Indian languages

In view of the above facts the **Education Commission (1964-1966)** and University Grants Commission (UGC) recommended English as the medium of instruction at the higher education level. **National Policy of Education (1986)** supported English as a scientific language. The UGC has recommended that at least the national level teaching and training institutes should use English as the medium of instruction. In India English is retained as a medium of instruction at university stage because in professional and technical courses like medicine, law, engineering, agriculture, computers, etc., the books are more readily available all over the world in English only. The translation into vernacular languages will be a vain effort wherein the quality would be of doubt. Besides, the learning of English is mainly to communicate. In this it is in no way cultural but only an instrumental device for wider communication prospects. Therefore, it is apt to say that English occupies the

important place as a second language and medium of instruction in our country where almost every course is offered in English keeping in mind the international standards.

Just like the Americans, Australians and British have their unique English words and phrases, Indians also have their own unique English. Most of the words in Indian English are derived from Hindi. Indian accent is sometimes difficult to understand for non-Indians. There are some Indian pronunciations that don't exist in foreign languages. The British faced many problems with such pronunciation and hence they changed some Indian words to suit their convenience. Indians started using, these changed words and made them part of their English. Though it was used as an associate language in the British India it was the language of colonialists. Its usage was strongly opposed by the nationalists who considered English language as a language for professionals only. But in independent India, the language became a major and divisive issue in a multi-lingual nation, with the southern states opposing the imposition of Hindi as an official language; English was introduced as the Associate Official language. So today English continues to enjoy the status of link language and one cannot ignore its influence in the Indian context.

Considerable role and status of English in India are therefore indisputable. Despite its long colonial history and global significance, English is used by less than two percent of Indian population. It is considered as a second language of a small elite class. English is India's language of administration, business and commerce; the language of technical and professional education in national institutions; the language of opportunity for better paying jobs in public and private sectors; the language of law, courts and influential sections of media in India.

English is not only taught as a compulsory second language but also used very extensively as a medium of instruction in higher education. In due course English has become India's own language, a language of inter-state communication, a link language and the language of power and social control. In addition, it serves as an important window to the outside world. **Crystal (1987)** calls English, "the world's first genuine global language". It enjoys a

dominant position in international politics, banking, news agencies, science and technology, knowledge management and communication. No other language has achieved such a wide spread profile or is likely to in the near future. English has been growing in an Indian socio-cultural-linguistic setting for over two hundred years. It has been a powerful tool to expound Indian culture and philosophy. In terms of the number of people speaking or using English either as first or second language, India ranks third next to United State (US) and United Kingdom (UK). The official status, the role and function of English in all major walks of life have led to an ever-increasing demand for English language in India. The teaching of English in India has been associated right from the beginning with career advancement, social mobility, western knowledge and status in society. English language is very widely spoken across the country as a medium of instruction and subject of study in many schools; it is also used as a medium of official and informal communication.

### **1.15 ROLE OF ENGLISH IN THE CONTEXT OF CONTEMPORARY DEVELOPMENTS**

In the modern world, English can be considered as the only language of communication worldwide. Every country has its own language and culture. In spite of that English essentially occupies a supreme position in every walk of life. Political, educational commercial, social and cultural life in any country is influenced by English. It has become so indispensable a language that in our country too the government has established rural universities and Navodaya Vidyalayas to train the rural students on par with the urban students. English speaking and learning courses are a craze in the society. Let us now assess the importance of learning English in the context of modern day developments.

- Knowledge explosion in scientific and academic disciplines emphasizes the need for learning English language.
- The rich and abundant wealth of information is available only in English. Hence, for excelling in any subject, knowledge of this language is compulsory.



- Every language is unique and it has got its own importance. But, if the student wants to compete in the international arena, the knowledge of English is a must.
- English is a National link language. It is useful for Centre-State and interstate communication. It also ensures smooth running of several systems and sub systems without any prejudices.
- As an International link language it fosters development, fraternity and establishes a bond of togetherness among the people.
- As a language of higher education, it gives an opportunity to pursue a career of one's choice. For excelling in professional courses, knowledge of English is indispensable in India. The Constitution of the country allotted a place for the language and allowed it to be the associate official language of the country as a medium of communication.
- The burning problem today is unemployment. Knowledge of English opens up job prospects all over the world. But this is leading to another problem called brain drain. But instead of making the youth end up in depression owing to lack of employment, the opportunity of a decent living is much better. Only English can help the students to cash in their talent and caliber in any part of the world.
- Every country has its own values and culture. It is necessary to project this heritage for everyone to appreciate it and learn from it. To transmit culture is perhaps one of the important features of languages and no single language does a job better than English.
- The availability of computer technology and latest software helps in easy transmission of culture and set up links with every part of the world. For example, e-mail has made communication quick and hassle free.
- English is a means of social and intellectual communication. Hence, it is a unifying force in social life of a country as well as in the entire world.

- In the process of modernization and globalization, English is the only language, which established a permanent bond between India and rest of the world.
- English is the language of court and law in India. Courts at all levels present their directions in English. Article 348 of our Indian Constitution stated that all proceedings and all authoritative texts in the Supreme and High courts shall be in English language. If any other Indian language or Hindi is to be used, prior consent or permission should be taken from the President of India.
- In countries like India, where English is a second language its function is that of a federal language and medium of inter-state communication.
- Modernization is necessary in every field. And our agricultural system is not an exception. To take our research and rapid knowledge explosion to agriculture, business and trade, English is the only means to reach the destination.
- The study of English creates a spirit of scientific inquiry. This had leaded many great men and women to excel in the field of science, literature, philosophy, politics, etc. For example, without English, Tagore's 'Geetanjali' would never have got the coveted Nobel Prize in literature.
- English is an international commodity without which international mobility, socio-economic growth and better employment opportunities will be in a standstill.

All the above reasons prove that as an international language, English is of premier importance and plays an important role as the language of communication and development in the context of all modern day developments.

### **1.16 ADVANTAGES OF ENGLISH LANGUAGE**

- It is a utility language across India and across the globe.
- It is the language in which all contemporary knowledge is accessible. It has been called as the language of development.

- It is also called library language.
- It is required to exchange views and gain knowledge from various international schools of thought, diverse cultures and world literature and also to interpret Indian thought abroad.
- In India the English language serves as a linguistic tool for administrative cohesiveness of the country.

(Verghese 1989) gave the following factors, which make English a second language.

### **1.16.1 Common Language**

The word common denotes that it is for everyone. Then, there should be a reason and purpose when we say that English is a common language. In a country like India more than 1600 languages are spoken. Diversity and multilingual nature of our country always gives scope for many problems and controversies. No language is considered as a common language. People have a great sense of regionalism and feel that there is a superior language. These issues often end in controversies rather than in agreement. In many developing countries, English is the common spoken language. The borrowed words are understood even by illiterate people. For example, even an illiterate person uses words like pen, paper, post-office, road, etc. English thus occupies the position of a second language and also a common language.

### **1.16.2 National Link Language**

National identity stands firm on a common language in the absence of a common language we have been taking help of English since two centuries. In India we do not have a common language for communication. Hindi or any other language could not rise to the standard of English in all its aspects and invariably English is used as a second language. Nehru said "One hundred and fifty years of intimate contact has made English an integral part of our Educational System and this cannot be changed without injury to the course of education in India. In addition, English is today one of the major languages of the world and Indians can not neglect its study only

at the risk of loss to themselves." He emphasized on the thought that language is a greater link. In our country for inter-state and center state communication English is the official medium. Many efforts towards translating the official documents into the national language ended in vain as it was not possible to do it. English remained as the link language.

### **1.16.3 International Link Language**

English is the most widely spoken language in the world. It is the language of every world organization, media and mail. Rapid knowledge explosion and development in every field has lead to a fast paced life. India too required an international link language having wide contacts with every country in the world. This demanded the use of English as an essential means of communication international understanding and better employment opportunities.

"English is international in the sense that it helps in interlinking the relationships of people living in different countries of the world. The world today has become one as it was never before. India cannot afford to isolate itself from the rest of the world. In order to keep pace with the march of world events and growth of ideas, India must keep up her contacts with the western world. English therefore is essential and indispensable for such contacts. It brings the people of different countries closer and leads to better understanding among the different nations of the world".

### **1.16.4 Medium of Instruction at Higher Education - Language of Science and Technology**

Our Indian educational system is a sad heritage from our past imperialist masters. In many developing countries parents and elders trouble and burden children to learn at least two languages at a time. The learning of second language does not come naturally to them. But there is no other way either because instruction of all technical professional and higher education courses are conducted only in English. The course material is readily available only in English. Learning of English language is indispensable for scientific education. The Official Language Commission (1956) proclaimed, English is the key to the store-house of knowledge not

yet available in the Indian languages and a window to the rapid progress for technology and scientific knowledge that is constantly taking place in the world.

#### **1.16.5 Passport for Employment**

As the most commonly spoken language in the world, if one is well versed in English, the command over it can help in securing employment not only in India, but also abroad, anywhere in the world. In the 21st century, globalization has given scope for the rise of multinational companies. English is the only language which can prove to be an asset to secure job anywhere in the world.

#### **1.16.6 Library and Source Language**

**The Education Commission (1964-1966)** observed that "English as an important library language would play a vital role in higher education. No student should be considered as qualified for a degree unless he has acquired considerable proficiency in English". It is natural to feel instigated to uproot English in favor of our regional languages. But this tendency has to be overcome, as we should get reconciled to the fact that advanced knowledge, excellent literature of the world lies in books written in English. The translations into regional languages always leave a wide gap. The knowledge explosion especially in fields like science, technology, law, medicine, engineering and agriculture has made it compulsory to turn to English. More than sixty percent of the books in the world are published in English. Even though the fluency in English may be difficult to acquire, comprehension of the reading material is very important.

#### **1.16.7 Language of Trade, Commerce, Administration and Mass Media**

English is perhaps the most widely used language in administration, legal and banking systems, trade and commerce. It is the only language understood by people all over the world. The official and private communication among many parts of the country and world will be cut off without English. It is a language of opportunity, development and socio-

economic advancement. It promotes social mobility of ordinary people. It is the medium for trade, commerce, banking, transport, industry, etc., As it is a language for employment, the acquisition of language skills in English will continue to be needed by all those seeking higher prospects.

#### **1.16.8 Aesthetic Language**

English is a vast, rich, flexible, lively, expressive dynamic and beautiful language. It comprises more than three billion vocabulary. Every sort of thought whether it is simple or profound finds a means of expression in this language. English is a means of social, political, economic, academic and sophisticated intellectual communication. For wide readership and general criticism best literature from all over the world is translated into English. Ever growing English literature is of interest and value. It even played an important role in bringing about cultural renaissance in our country, and has helped raise the standards of creative writing. To deny access to such vibrant language is to lead our students to intellectual starvation. In the modern world, English is a means and access to our classical literature and diverse regional languages. The best literature from all over the world is first translated into English and it is only through it that we gain access to the thought of the world.

#### **1.16.9 Unifying Factor**

India is a multi-lingual country, where diverse religions, cultures and languages co-exist. Still it is a matter of pride that all of us live together and are an example of unity in diversity. English is a link language that helps us understand each other. Therefore, we can say that in inter-cultural understanding and international understanding, English plays a vital role. Nationally and Internationally English becomes a platform to help us integrate with the thought processes the world of the entire nation. English helps us feel part of human community and also helps foster peace, understanding and prosperity in this world.

### **1.17 THE PROBLEMS OF LEARNING A SECOND LANGUAGE**

Need for learning a language arises from natural situations. If a person is forced to communicate his feelings to satisfy his daily needs, he will

make an attempt to learn the language. But a second language lacks this basic motive. So, learning is generally formal in nature. There arise several problems while learning a second language. The problems while learning a second language given by **Baruah (2001)** are as follow:

#### **1.17.1 Lack of Exposure**

Lack of exposure to the language is perhaps the most important problem for a teacher and student in learning a second language. For example, a student of Andhra Pradesh is exposed to his mother tongue, Telugu. It is only when he is exposed to a foreign language that he learns it. It means to say that without exposure the learners do not make an effort to learn.

#### **1.17.2 Untrained Teachers**

It is quite a common phenomenon that most of the teachers who teach English are not well trained. If they are not trained, they cannot teach well either. In our country, the Central Institute of English and Foreign Languages (CIEFL), Regional Institute of English (RIE) and English Language Teaching (ELT) Centers give training to the teachers of English to improve English language teaching.

#### **1.17.3 Lack of Motivation**

Utility is the main motive behind the learning of any subject or skill. Teaching of a second language lacks this urge. Hence, the teacher has to motivate the students to learn the new language. When the students don't feel a need to learn that the teacher has to create interest through motivation.

#### **1.17.4 Non-Availability of Suitable Study Material**

Another problem is non-availability of suitable study material. Learning aids such as radio, cassette recorders, charts, pictures, TV, English readers, supplementary readers, workbooks, and teacher's handbooks are all essential for learning a second language. In the absence of these materials it is very difficult to comprehend the language properly.

### **1.17.5 Lack of clear-cut policy**

There have been frequent changes in government policy towards the teaching and learning of English in several states. Educationalist, politicians and journalists express different views on the place that English should be given in India. It is time to lay down a clear-cut policy regarding the place of English in schools and colleges.

### **1.17.6. Little understanding of aims**

Unfortunately, the average Indian teachers of English lose sight of the aims of teaching the language. The language is not taught as a skill subject but as a knowledge subject. So that at the end of the course, the pupils have acquired very little proficiency in the linguistic skills that really matter.

### **1.17.7. Defective method**

The translation method, which is most wasteful, is still followed in a majority of schools. Oral work, which is the soul of any good method, is neglected. There is no oral practice on the part of the students, as a result of which they cannot construct a few sentences in English on their own accord. All that they do is to cram answers to certain set of questions and the teachers help to do so. A student even though he passes the examination, by such cramming work has not acquired any linguistic skill.

### **1.17.8. The faulty examination system**

Since the type of examination influences the methods of teaching to a large extent, examination in English is to be blamed for some of the defects that have crept in, under the present system of student can get through the examination if he cares to remember answers to certain stock questions. He need not even read the prescribed textbooks. The result is that although a student succeeds in the examination, yet he has no practical command of the language. He can neither speak correct English, nor write it. The standard of spoken English in schools is so deplorably low.



## 1.18 THE PRESENT SCENARIO OF ENGLISH

English still occupies an important place in educational system and life of our country. It is the language that continues to dominate the national scene. It is taught compulsorily in most of the states in the country although the class from which its teaching is started differs from state to state. In the Union Territory of Chandigarh, for example, the teaching of English is started from the standard third. In Punjab and Haryana, its study is commenced from the 6<sup>th</sup> class, but in Gujarat the teaching of English is delayed up to the 5<sup>th</sup> class so far as the government schools are concerned.

English is taught in Gujarat as one of the school subjects. In some of the schools it is taught from the fifth standard and in others eighth. Recently, the Government of Gujarat has introduced English from the Sixth standard and they are going to introduce English language teaching from the first standard. Gradually the department of school education has initiated the movement of introducing English from the primary level. Still it is not clear how English is to be taught in the classroom. English language is taught from the first standard in non grant in aid Gujarati primary schools.

English language teaching exists from primary education to college education. In Gujarat, everywhere in small towns and villages; the people have started sending their wards into English medium schools. Why the Government is not thinking of introducing English uniformly from primary to college education? The Universities are autonomous and they can modify their curricula but schools cannot do anything on their own. The board for Secondary and Higher Secondary Education and Commissioner of Primary Education look after the plan and policies in respective level of education. The coordination is needed for common Programme in teaching English for better and prospective future of learners.

Another issue in English language teaching is methodology; teachers have their own plans and methods of teaching language without having clear understanding of second language learning or acquisition. Having no consensus on teaching English, the schools don't insist English as compare to Mathematics and Science. The parents also insist learning Mathematics and

Science because in common belief these subjects are important for the career particularly in getting admission into medicine and technology. There is a need to bring awareness among parents and teachers that the language learning is not a studying a subject; it enables learners to open an opportunity to the world of knowledge. The learning should be not in the form of learning other subjects; it should enable learners to use English without fear. It is to be understood by all educationists, policy-makers, teachers, parents and above all learners.

The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching development in the pedagogy of English. Pupils are taught English for six years, in spite of that, their standard of English is very low. They fail to acquire the basic linguistic skills. The conditions under which English is taught in India differ from state to state and from one type of school to another.

### **1.19 THE FALLING STANDARD OF ENGLISH IN GUJARAT**

The policies of government created many problems for English language teaching in the state. The syllabus and the teaching materials were 'Structural' in approach but not in practice. Most of the teachers adopted Grammar-Translation method. Most of school teachers were inadequately trained and were not confident even to form a few sentences in English on their own. Our teachers are usually concerned with 'finishing' the course contents within a set time limit of the academic year.

Nobody cares how much of language learning actually takes place. There is little exposure to English outside the classroom. Even after learning English for five to eight years, our students are not capable of writing independently in English. Speaking English is almost impossible for learner's oral fluency in English. Teaching aids are nominal. Class size is usually large, ranging between forty and sixty students in each English class. Teaching of English is carried out in our schools in such a way that the students either fear or hate it.

Very few Gujarati can be found in the lists of successful candidates in the competitive examination at the national level. It is often pointed out that the only reason of their poor performance in this examination is their poor knowledge of English. Even in the professional courses like medicine, engineering etc. One major obstacle for the Gujarati students is English, but there is much more emphasis on teaching of literature. And, whatever language teaching takes place; it carried out through 'Lecture Method'. In the lecture sessions there are not many opportunities to improve the student's language skills. The deteriorating standard of English in Gujarat is, perhaps, because of the process of learning the second language is not same as the process of mother tongue acquisition.

## **1.20 IMPORTANCE OF ACHIEVEMENT**

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. The parents desire that their children climb the ladder of performance as high as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools and in general, the educational system itself.

Achievement is the end product of all education endeavors. The whole system of education revolves around the academic achievement of students. A lot of time and effort in the school are used for helping the students to achieve better in their scholastics endeavors. The school tends to emphasis achievement, which ensures that students have acquired the requisite competence. It helps to know the learning difficulties of the students in the content area and provide for remedial instructions. Therefore maximizing achievement within a given setup is the goal of every educationist, teacher and educational administrator. Achievement could provide feedback for improving efficiency of learning and for making long-term decisions.

India is celebrating its 56<sup>th</sup> years as a Republic in 2004. There is much that we can be proud of as achievement in the field of education. The phenomenal expansion of primary, secondary and tertiary levels of education and the status of excellence attained by Indian Institute of Technology studies (IITs) and Indian Institute of Management studies (IIMs) in particular are no

small achievements. Yet the tasks that remain to be addressed are so enormous, be it eradication of illiteracy, universalization of primary education, maintenance of quality at all levels, the achievements get overshadowed. In order to carefully handle the crucial stage of primary education, among other things, assessment of student's achievement must be done in a righteous way. Pupil's academic achievement is a direct reflector of the teaching learning processes of that educational institution. The term academic is very broad which generally indicates the learning outcomes of pupils. Need for achievement is concern on urge to achieve more to excel others. It is competition with standard of excellence in an attempt of excel. **Murray (1963)** defines achievement (achievement attitude) as 'to overcome obstacles, to exercise power to strive to do something difficult as well as quickly as possible. This is an elementary ego need which alone may prompt or be fused with any other need.' **Edwards (1954)** defines need of achievement as 'to do one's best, to be successful to accomplish tasks requiring skill and effort to be recognized authority, to accomplish something of great significance, to do difficult job well, to solve difficult problems and puzzles and to be able to do things better than others, to write a great novel or play.'

Therefore, achievement in any subject is defined as the marks obtained by students; each child is recognized as bright, average or dull. Schools tend to emphasize achievement, which facilitate among other things the process of role allocation for social system.

The achievement of students is used for following purpose,

1. For selection and differentiation among students on the bases of their scholastic and other attainments and opens out avenues for their advancement.
2. To ensure that students have acquired the requisite competences so as to benefit most out of higher education.
3. To know the language difficulty of the students in the content area and for providing remedial instruction.

4. To judge the effectiveness of the educational systems by the extent to which the pupils involved in the system achieve in cognitive, affective or psychomotor domain.

Its continual assessment at regular interval brings about not only qualitative improvement in education but will also help in deciding the future lines of policy formulations and issues concerning curriculum modification by providing database. Achievement could provide feedback for improving efficiency of learning and for making long-term decision. **Desai (1986)** defined academic achievement as "Learning outcomes which are the changes observed in the behavior pattern of pupils as a result of learning that takes place in schools through the teaching of school subjects".

### **1.21 IMPORTANCE OF ACHIEVEMENT OF ENGLISH LANGUAGE IN SECONDARY EDUCATION**

Achievement is of paramount importance, particularly in the present socio economic and cultural contexts. Obviously in the school great emphasis is placed on achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance. Thus the school tends to emphasize achievement which facilitates among other things, the process of role allocation for the social system. The school performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for achievements.

The entire process of education and more so in secondary education depends very much upon the achievement in English language as it provides for an adequate and effective instrument of communication. A considerable number of students after the completion from secondary schools either go to institutions of higher study or vocational trade. It is very important to ensure that such students acquire the requisite competence particularly in English language so as to benefit most out of life. Setting the stage for the achievement in English is thus a fundamental obligation of the educational system at the secondary school stage.

Achievement in English is the prime concern of a teacher in the classroom having the responsibility for making classroom teaching-learning more effective, is concerned about immediate factors which might facilitate or adversely affect performance in children. Children with different family background, family sizes and types, with varied emotional characteristics and diversified interests, motivations and values in an average. Indian classrooms are a reality. To maximize the achievement rather a given setup is therefore, the goal of every educationist, a teacher or an educational administrator. How would the knowledge of positive and/or negative correlations between them and achievement in English language help an ordinary teacher in promoting achievement in English language which is of immediate need not only for him/her but also for parents and society.

## 1.22 TOTAL SCHOOLS IN VADODARA DISTRICT

The total schools of Vadodara district is shown in following table No: 1.1

**Table 1.1**  
**Total Schools in Vadodara District**

Group No. (SVS)	Secondary		Higher secondary			
	Grant in aid	Non grant in aid	Grant in aid		Non grant in aid	
			Commerce stream	Science stream	Commerce stream	Science stream
1	30	09	09	01	08	-
2	42	06	11	04	-	-
3	45	06	07	02	03	-
4	39	02	17	02	01	-
5	12	17	28	08	04	01
6	07	21	19	10	09	09
7	13	24	15	07	02	-
8	06	15	19	19	10	06
<b>Total</b>	<b>194</b>	<b>100</b>	<b>125</b>	<b>53</b>	<b>37</b>	<b>16</b>
<b>Total</b>	<b>525</b>					

[Source: Sampark Setu of District Education Office (DEO), Vadodara]

### 1.23 SIGNIFICANCE OF THE STUDY

The state government emphasized the importance of teaching of English at secondary level. 'Ganga Jamna yojna' is a programmed which emphasis importance of English Subject at secondary level. Thus, it is felt that the proposed research may throw some light on the variables which affect the achievement in English. Standard 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> are considered as a secondary education in Gujarat state. The investigator has selected standard 9<sup>th</sup> for the present study because standard 8<sup>th</sup> is considering as a initial stage or the first step of secondary education. In standard 10<sup>th</sup> Gujarat Secondary Education Board conducts examination. So the investigator selected standard 9<sup>th</sup> because the result of the study would be useful for improvement on the part of the student and teacher.

Achievement is one of the simplest and important aspects to measure students' academic performance. Academic achievement can also be called as learning outcomes or the changes that have taken place among learners through the teaching of the school subjects. In schools, this achievement is observed in terms of marks or grades obtained by the students, which indicate the actual amount of learning. Achievement also helps to know the learning difficulties of the students in the content area and provides remedial instruction. Therefore maximizing the achievement within a given set up is the goal of every educationalist, teacher and educational administrator.

Achievement in English language is a matter of prime concerns not only at the secondary stage but at all the walks of education. English continues to be the medium of effective instruction at the college level. English occupies a prominent place in curriculum for post-graduate study, for research and to serve as a link for intercommunication or in the present life.

The reason for taking Caste as a variable is that the majority of students coming to grant in aid Schools are from Backward Class like SC, ST and SEBC and they cannot afford the expensive education of non-grant in aid schools. Therefore the investigator wants to know the achievement of the students with respect to Caste. A large number of studies are conducted to see the relation between the Gender and academic achievement but still there is no unanimously

accepted conclusion regarding the same. Investigator is also interested to determine the exact relation between achievement and gender of the student. The reason for taking the Gender as variable is that **Venugopal (1994)** found that Gender influences positively in the achievement of the students. So Investigator wants to know whether Gender has to play any role in the achievement of the students in IX Standard English subject.

**Batra (1991)** found that there was no significant difference in the achievement of children from urban or rural areas and children of rural area did not want to attend school because they found it boring, irrelevant and meaningless. So investigator is also interested to know is the location of school really influence on the achievement.

**Suthar (1974)** studied the teaching of mother tongue in the secondary schools of Gujarat state and found that majority of teachers were not found qualified to impart instructions efficiently in Gujarati. The teacher is the key resource person in the reform, redirection and renewal of education. The role of teacher is well recognized in the achievement of students. Teacher's qualification and experience are also the crucial determinants of the over all teaching learning process. So the investigator wants to know that teacher's qualification and experience play any role in the achievement of the students.

While studying the problems faced by the teachers and students, **Singh (1976)** found that educational administrators did not show favorable attitude towards Punjabi language and library facilities were very poor. But not a single study was found which has taken care of the major aspects of the English language viz. clarity of objectives of teaching English language on the part of the teachers, teaching procedure followed by the teachers to teach prose, poetry, grammar and composition, the problem faced by the teachers in teaching the English language this indicates that there is a need of studies on English language which should take care of the major aspects of the status of English language.

**Joshi (1975)** and **Patrikar (1981)** were conducted their studies in the English language. Joshi carried out his study on Primary Marathi medium school while Patrikar carried out the study on college students of



Maharashtra. So here investigator wants to know which types of error committed by the students in English language at secondary grant in aid schools of Vadodara district.

In the process of language learning oral practice is accepted to be very important. It establishes a direct link between the eyes and the mouth. Oral work helps the learner to develop the capacity of speaking and to express their interest, feeling, ideas, needs in English language orally. In between talking and writing, there is reading. But the spoken word comes first both naturally and in order of importance. The tongue is an instrument many thousand of years older than the pen. The logical starting place of any language teaching is oral work. So the investigator wants to know the achievement of the students in Oral communication.

Now a days Education becomes percentage oriented/Result oriented. Achievement is the end product of all educational endeavors getting good percentage or high achievement is the demand of the present society.

## **1.24 STATEMENT OF THE PROBLEM**

**“A STUDY OF ACHIEVEMENT IN ENGLISH OF STANDARD IX STUDENTS OF VADODARA DISTRICT”**

## **1.25 OBJECTIVES OF THE STUDY**

1. To study achievement of students of standard IX in English
2. To study achievement of students of standard IX in English with respect to
  - Gender
  - Location of school
  - Teacher's Experience
  - Teacher's Qualification
  - Caste
  - Content of achievement test(section)
  - School
  - SVS (Shala Vikas Sankul)

3. To investigate the problems faced by teachers and students in English
4. To study the opinions about activities conducted for basic skills (LSRW)
5. To identify common errors committed by the students in their writing in English
6. To Study the achievement with respect to oral Communication

## **1.26 HYPOTHESES**

1. There will be no significant difference in the mean achievement of the students of standard IX in English with respect to Gender **(A)**.
2. There will be no significant difference in the mean achievement of the students of standard IX in English with respect to Location **(B)**.
3. There will be no significant difference in the mean achievement of the students of standard IX in English with respect to Teacher's Experience **(C)**.
4. There will be no significant difference in the mean achievement of the students of standard IX in English with respect to Teacher's Qualification **(D)**.
5. There will be no significant difference in the mean achievement of the students of standard IX in English with respect to Caste **(E)**.
6. There will be no significant interaction between Gender and Location on the achievement in English.
7. There will be no significant interaction between Gender and Teacher's Experience on the achievement in English.
8. There will be no significant interaction between Gender and Teacher's Qualification on the achievement in English.
9. There will be no significant interaction between Gender and Caste on the achievement in English.
10. There will be no significant interaction between Location and Teacher's Experience on the achievement in English.

11. There will be no significant interaction between Location and Teacher's Qualification on the achievement in English.
12. There will be no significant interaction between Location and Caste on the achievement in English.
13. There will be no significant interaction between Teacher's Experience and Teacher's Qualification on the achievement in English.
14. There will be no significant interaction between Teacher's Experience and Caste on the achievement in English.
15. There will be no significant interaction between Teacher's Qualification and Caste on the achievement in English.
16. There will be no significant interaction between Gender, Location and Teacher's Experience on the achievement in English.
17. There will be no significant interaction between Gender, Location and Teacher's Qualification on the achievement in English.
18. There will be no significant interaction between Gender, Location and Caste on the achievement in English.
19. There will be no significant interaction between Gender, Teacher's Experience and Teacher's Qualification on the achievement in English.
20. There will be no significant interaction between Gender, Teacher's Experience and Caste on the achievement in English.
21. There will be no significant interaction between Gender, Teacher's Qualification and Caste on the achievement in English.
22. There will be no significant interaction between Location, Teacher's Experience and Teacher's Qualification and Caste on the achievement in English.
23. There will be no significant interaction between Location, Teacher's Experience and Caste and on the achievement in English.
24. There will be no significant interaction between Location, Teacher's Qualification and Caste and on the achievement in English.



25. There will be no significant interaction between Teacher's Experience, Teacher's Qualification and Caste and on the achievement in English.
26. There will be no significant interaction between Gender, Location, Teacher's Experience and Teacher's Qualification on the achievement in English.
27. There will be no significant interaction between Gender, Location, Teacher's Experience and Caste on the achievement in English.
28. There will be no significant interaction between Gender, Location, Teacher's Qualification and Caste on the achievement in English.
29. There will be no significant interaction between Gender, Teacher's Experience, Teacher's Qualification and Caste on the achievement in English.
30. There will be no significant interaction between Location, Teacher's Experience, Teacher's Qualification and Caste on the achievement in English.
31. There will be no significant interaction between Gender, Location, Teacher's Experience, Teacher's Qualification and Caste on the achievement in English.
32. There will be no significant difference in the mean achievement of boys and girls in section-1 Reading Comprehension - Text Intensive Study (R.C – TIS) on achievement test in English.
33. There will be no significant difference in the mean achievement of urban and rural students in section-1 Reading Comprehension - Text Intensive Study (R.C – TIS) on achievement test in English.
34. There will be no significant difference in the mean achievement of students whose Teacher's Experience is more than ten years and whose Teacher's Experience is less than ten years in section-1 Reading Comprehension - Text Intensive Study (R.C – TIS) on achievement test in English.
35. There will be no significant difference in the mean achievement of students whose Teacher's Qualification is graduate+ B.Ed and whose

Teacher's Qualification is post Graduate + B.Ed in section-1 Reading Comprehension - Text Intensive Study (R.C – TIS) on achievement test in English.

36. There will be no significant difference in the mean achievement of the General, S.C, S.T, and SEBC Caste in section-1 Reading Comprehension - Text Intensive Study (R.C – TIS) on achievement test in English.
37. There will be no significant difference in the mean achievement of boys and girls in section: 2 Reading Comprehension - Unseen Text (R.C – UT) on achievement test in English.
38. There will be no significant difference in the mean achievement of urban and rural students in section: 2 Reading Comprehension - Unseen Text (R.C – UT) on achievement test in English.
39. There will be no significant difference in the mean achievement of students whose Teacher's Experience is more than ten years and whose Teacher's Experience is less than ten years in section : 2 Reading Comprehension - Unseen Text (R.C – UT) on achievement test in English.
40. There will be no significant difference in the mean achievement of students whose Teacher's Qualification is graduate+ B.Ed and whose Teacher's Qualification is post Graduate + B.Ed in section : 2 Reading Comprehension - Unseen Text (R.C – UT) on achievement test in English.
41. There will be no significant difference in the mean achievement of the General, S.C, S.T, and SEBC Caste in section: 2 Reading Comprehension - Unseen Text (R.C – UT) on achievement test in English.
42. There will be no significant difference in the mean achievement of boys and girls in section: 3 Short Writing (S.W) on achievement test in English.

43. There will be no significant difference in the mean achievement of urban and rural students in section: 3 Short Writing (S.W) on achievement test in English.
44. There will be no significant difference in the mean achievement of students whose Teacher's Experience is more than ten years and whose Teacher's Experience is less than ten years in section: 3 Short Writing (S.W) on achievement test in English.
45. There will be no significant difference in the mean achievement of students whose Teacher's Qualification is graduate+ B.Ed and whose Teacher's Qualification is post Graduate + B.Ed in section: 3 Short Writing (S.W) on achievement test in English.
46. There will be no significant difference in the mean achievement of the General, S.C, S.T, and SEBC Caste in section: 3 Short Writing (S.W) on achievement test in English.
47. There will be no significant difference in the mean achievement of boys and girls in section: 4 Long Writing (L.W) on achievement test in English.
48. There will be no significant difference in the mean achievement of urban and rural students in section: 4 Long Writing (L.W) on achievement test in English.
49. There will be no significant difference in the mean achievement of students whose Teacher's Experience is more than ten years and whose Teacher's Experience is less than ten years in section: 4 Long Writing (L.W) on achievement test in English.
50. There will be no significant difference in the mean achievement of students whose Teacher's Qualification is graduate+ B.Ed and whose Teacher's Qualification is post Graduate + B.Ed in section: 4 Long Writing (L.W) on achievement test in English.
51. There will be no significant difference in the mean achievement of the General, S.C, S.T, and SEBC Caste in section: 4 Long Writing (L.W) on achievement test in English.

52. There will be no significant difference in the mean achievement of boys and girls in section: 5 Grammar (G) on achievement test in English.
53. There will be no significant difference in the mean achievement of urban and rural students in section: 5 Grammar (G) on achievement test in English.
54. There will be no significant difference in the mean achievement of students whose Teacher's Experience is more than ten years and whose Teacher's Experience is less than ten years in section: 5 Grammar (G) on achievement test in English.
55. There will be no significant difference in the mean achievement of students whose Teacher's Qualification is graduate+ B.Ed and whose Teacher's Qualification is post Graduate + B.Ed in section: 5 Grammar (G) on achievement test in English.
56. There will be no significant difference in the mean achievement of the General, S.C, S.T, and SEBC Caste in section: 5 Grammar (G) on achievement test in English.

## **1.27 DEFINITION OF THE TERMS**

- 1) **Achievement:** For the present study the term 'Achievement' refers to the marks scored by the students in a test constructed and administered by the investigator during the academic year 2007-08, in the subject of English in standard IX.
- 2) **Common errors:** The common mistakes committed by the students with respect to punctuation, spelling, tense, article, number, syntax, preposition and omission in the subject of English were considered as common errors and these were identified based on achievement test.
- 3) **Low and high achievers:** The cut off score for passing in the English subject at secondary level is thirty five percent marks. In the present study, from the data on student's achievement, quartile deviation was calculated. So those students who scored less than  $Q_1$  marks were considered as low achievers and those who scored more than  $Q_3$  marks were considered as high achievers.

- 4) **SVS:** Total schools of Vadodara district have been divided in to eight sankuls. These are known as SVS (Shala Vikas Sankul).
- 5) **Caste:** The social group to which the students belong to as per the rules set by the Government resolution No: PVS-1183/825/G3. The categories for the study were:
  - General Category (Gen)
  - Scheduled Caste (SC)
  - Scheduled Tribe (ST)
  - Socially and Economically Backward Class (SEBC)
- 6) **Location of school:** In the present study, the schools were categorized as urban schools and rural schools based on the Mahanagar Seva Sadan criteria.
- 7) **Teacher's qualification:** Teacher's qualification has been divided into following categories:
  - Graduate and B.Ed. with English
  - Post Graduate and B.Ed. with English
- 8) **Teacher's Experience:** The teacher's experience has been divided into following categories:
  - Less than 10 years of teaching English at secondary level
  - More than 10 years of teaching English at secondary level
- 9) **Content of Achievement Test:** This includes five sections (i) Reading comprehension - Text Intensive Study (R.C - TIS) (ii) Reading comprehension - Unseen Text (R.C- UT) (iii) Short writing (S.W) (iv) Long writing (L.W) (v) Grammar (G).

## 1.28 DELIMITATION OF THE STUDY

The study has the following delimitation:

- The study was delimited to the Gujarati medium schools only. Achievement was studied in terms of written and oral test only.