

ENGLISH AS A SECOND LANGUAGE IN INDIAN EDUCATIONAL SYSTEM – A STUDY

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1.1 INTRODUCTION

Language is a unique characteristic which expresses the self, the principle method of human communication. A language may be said a method by which a person expresses his thoughts and feelings in such a way that they can be understood by others.

The English word '**Language**' is derived from the Latin word, 'Lingua' which means tongue. Language may be said to be a means of expressing emotional or mental concepts by human being. It is a means communication we use it to interact with others and to convey our ideas for personal as well as academic purposes. Language has a very important social purpose, because it is mainly used for linguistic communication. In brief, language plays an important role in the mental, emotional and social development of a person. Language has been defined in many ways some of those areas under.

1.2 DEFINITIONS:

“Language is a systematic means of communication ideas or feelings by the use of conventionalized signs, sound, gestures or marks having understood meanings ”

----- Webster’s Third New International Dictionary of English Language.

“Language is a system of arbitrary vocal symbols, which permit all people in a given culture or other who have learned the system of that culture, to communicate or to interact.”

-----Finocchiaro

“Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings.”

----- Otto Jespersen

“Language is a system of arbitrary vocal symbols used for human communication”.

----- Wardhaugh

1.3 ORIGIN AND HISTORY OF ENGLISH LANGUAGE:

The Indo-European Family of Languages (or) the descent of English Language:

The languages of most of Europe and some parts of Asia are at one time identical. All these languages are supported to have descended from a parent language and such languages are called a family of languages. Modern linguistic research has shown that languages can be grouped into families. Several families of languages are known to Philologists. They are Semitic, Hamitic, Austic, Dravidian, Tibito, Chinese and Sudan families.

Old English belongs to the West Germanic; French of primitive Germanic division of Indo-European family of After Middle English, Standard English or Modern English has evolved. The parent language has been variously named Aryan Indo-Germanic and Indo-European.

The original home of the Indo-European languages is still a matter of dispute, It is popularly believed today that it was spoken about 3000B.C by Nomadic Tribes Which wandered in Lithuania and Siberia. The Indo-European family consists of 8 language groups or dialects. These language groups are Indian, American, Greek (Hellenic) Albanian, Italic, Balto-slavonic, Primitive-Germanic (Tuetonic and Celtic):

Eastern Sanskrit	----	other Indian language
Armanian		
Greek	----	classical and Modern Greek.
Albanian		
Italic	----	Latic, French, Italina, Spanish, Portuguese
Balto- Slavonic	----	Bulgarian, Serbian, Russian and polish.
Primitive-Germanic	----	Gothic, Scandinavian and West Germanic
Scandinavian	----	Swedish, Danish, Icelandic and Norwegian.
West Germanic	----	Old High Germanic, Old low Germanic and Anglo
Saxon (Middle & Modern English---		CELTIC Welsh, Irish, Gothic, Sots etc.

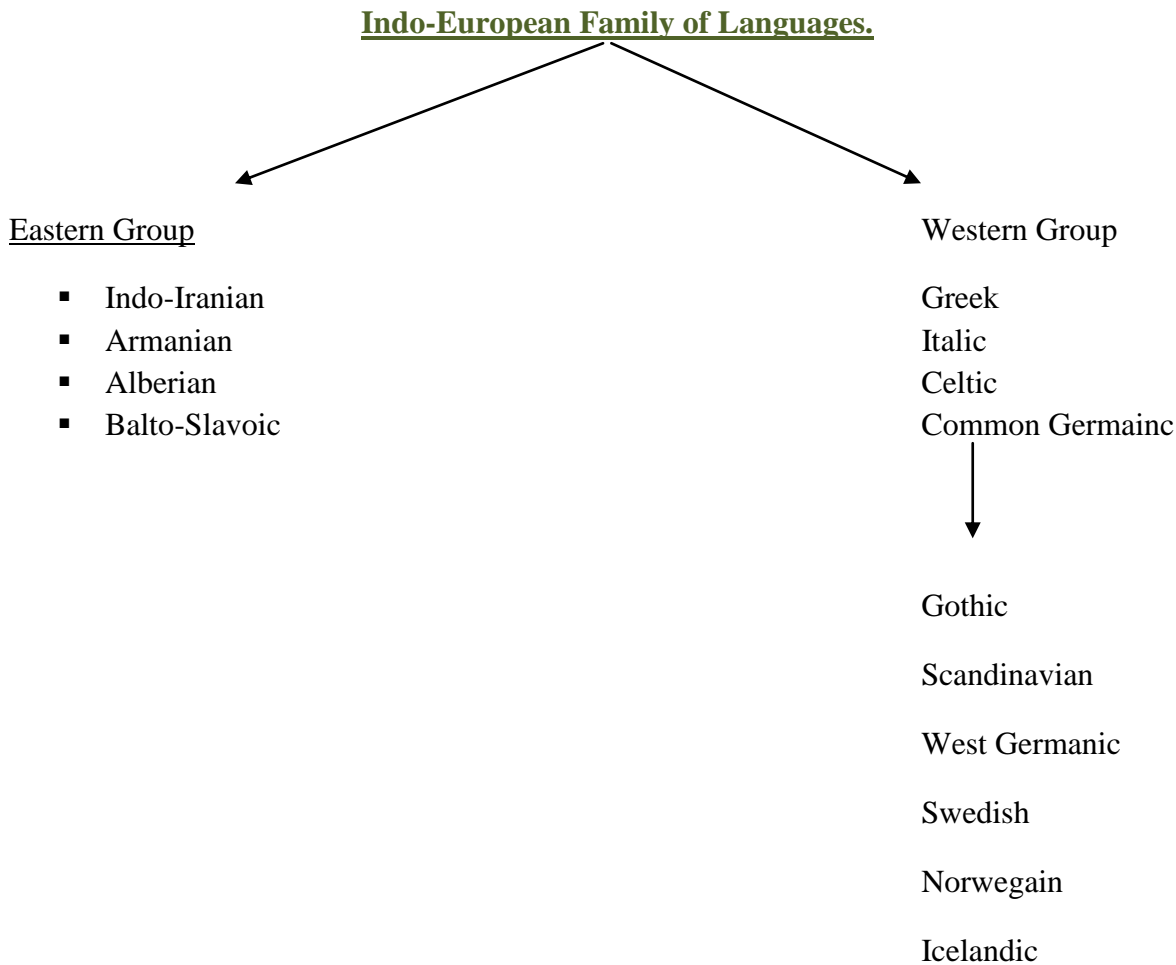
There are two broad divisions namely the Eastern group. There are four languages under the Eastern group.

They are:

1. Indo- Iranian.
2. Armanian.
3. Albanian.
4. Balto- Slavonic.

In the Western group there are four language. They are 1. Greek 2. Italic, 3. Celtic, 4. Primitive Germanic. English taken its descent from the last one i.e. Primitive Germanic (or) common Germanic or Tectonic.

Primitive Germanic is sub divided into three. i.e. Gothic, Scandinavian and West Germanic (Old High. Old Low, Germanic, and Anglo-Saxon. From Anglo-saxon we have middle English and the Modern English.



There has never been a language to widely spread or spoken by so many people as English . The statics collected by David Crystal (1971:61) shows nearly 676 million people use English with fluency and competency.

Quoting Braj Kachru a U.S. linguist, David Crystal summarizes the spread of English around the world. He explains the spread of English in three concentric circles representing different ways in which the language has been acquired and is currently used.

- ❖ The linner circle refers to, the English language where it is the primary language, with counties like USA, UK, Ireland, Canada etc.
- ❖ The outer circle includes the English language plays and important role as a second language with countries like India, Malavi etc.
- ❖ The expanding circle includes, those nations which recognize the importance of English as a international language. It includes countries like China, Japan, Greece, Poland etc. There English is taught a foreign language.

From the above statistics and information we can easily conclude that English is an international language. Though it is treated in various ways in different countries, it is an international language liking the people of different countries of the world. The U.N.O has given English the status of being an “Official Language”.

1.5 IMPORTANCE OF ENGLISH:

It is only with the help of knowledge of English, that we get information about the advancement taking place throughout the world emphasizing, the importance of knowledge of English. The Radha Krishnan University Education Commission observed “It (English) is a language which is rich in literature humanic, scientific and technical. If under sentimental urges we should give up English, we would ourselves off from the living stream of ever growing knowledge.”

1.6 ENGLISH IN INDIA:

The Kothari commission (1964-66) has said, that student be considered to have qualified for a degree unless he has acquired a reasonable proficiency in English. The importance of English was realized by our national leaders like, Gandhiji, Abdul Kalam, Jawaharalal Nehru and others and by educational commissions too. It should be interpreted to rate their valuable opinion given here under.

“I regarded the English language as an open window for peeping into western thought and science. I holds its knowledge as a second language, to be indispensable for specific for specific Indians. Who have to represent the country’s interest in the international domain.” M.K. Gandhi

17. ENGLISH AS A SECOND LANGUAGE:

For Indians English has a special place. For Indians English is not a foreign language, but a second language. Abert. H. Mark Wardt has made a distinction between “English as a foreign language” and “English as a second language.”

According to him when English is taught, “taught as a second subject or an adult level solely, for the purpose of giving the student foreign language competence. Which we may use in one of general ways then it is taught as a foreign language. But English becomes a second language when it is a language of instruction in schools and colleges and is used language when it is a language of instruction in schools and colleges and is used as a lingua franca between speakers and widely diverse language as in India. “

1.8 THE PLACE OF ENGLISH IN PRESENT DAY CURRICULUM:

The days English is taught in India, as a second language as well as a foreign language. In different states of India. English is introduced for class III and is compulsory up to degree level. But there is a little uniformity regarding this language in school curriculum from state to state, in the diviation and intensity of the programme of instruction.

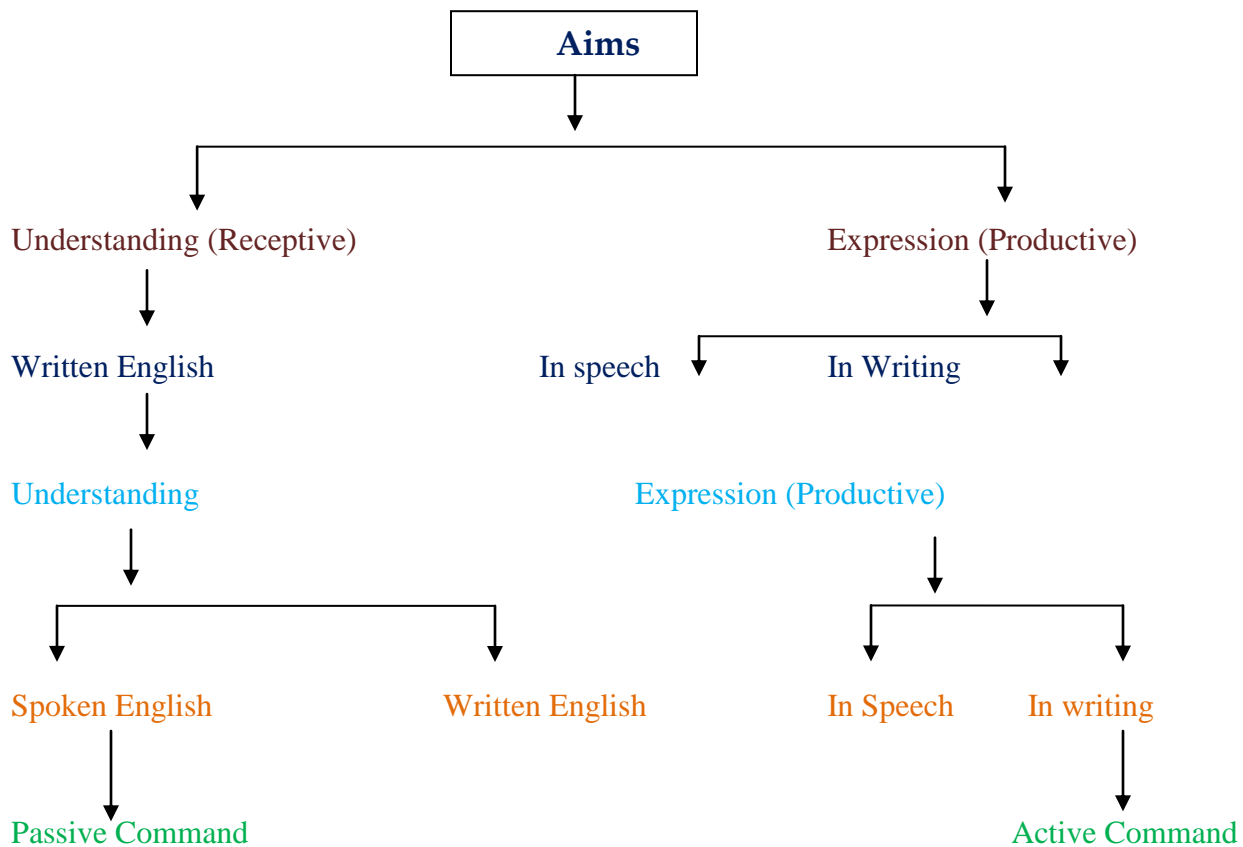
The Kothari Commission recommended the three language formula which give raise to two types of English language at the first state. First type is meant for those students who are intended to learn English. They can learn it from class VI and , the second type is that from class VIII starts, who learn it as a compulsory subject.

1.9 TEACHING A LANGUAGE: AIMS AND OBJECTIVES OF TEACHING:

There are four main aims of teaching learning a language and these apply to English as well.

- ❖ Understanding of the language, when it is spoken by some else.
- ❖ Speaking when the need so arises.
- ❖ Reading the matter written by others.
- ❖ Writing for the benefit of those, with whom we wish to share our ideas.

The aims may be described as reception and expression techniques. Receptive means understand spoken and written matter in a language. They may also called as passive skills or receptive skills. While expression stands for skills of speaking and writing they may be also called active or productive skills.



1.10 AIMS AND OBJECTIVES OF TEACHING ENGLISH AT SECONDARY LEVEL:

To make students understand the language make them know its utility and to make them get practical command over its.

- ❖ To make students develop listening skill.
- ❖ To make students develop speaking skill.
- ❖ To make students reading skill.
- ❖ To make students develop writing skill.

1.11 ACADEMIC ACHIEVEMENT:

The world's academic achievement is a very broad term which indicates generally the learning comes of pupils achievement of their learning out comes requires a series of planned and organized experience and hence learning is called process in the process of achievement of change in behaviour one cannot say that all students reach the some level of charge during the some span of time.

The level of achievement reached by the students in the schools is called "Academic Achievement of the schools".

1.12 DEFINITIONS OF AN UNDER ACHIEVERS:

Peqnato and Brich (1959):- Under achievement as an expected absence from various outstanding groups such as the lists of honour awarding students and lists of students nominated by the teachers. They used as a "Cut off" point a level of achievement which is three years above grade placement. Using these criteria, they apprehended incidence of under achievement of above 11 percent.

Hildreth (1966):- Those as under achievers who stand in the upper third(or) quarters of their class in ability a measured by objective tests, but fall in the middle (or) lower segment in achievement either in a particular subjects (or) in his school work as a whole.

DEFINITIONS:

Dehaan and Haviohurst(1975):-

Those as gifted underachievers who rank in the upper tenth (or) upper quarters in their terms standard in terms of ability but whose grade are average (or) below.

Goldbera(11959):-

Those as underachievers who I.Q is above 120 but grade (achievement) are below 80 percent of the class standing.

Those students as underachievers who excess 90 percent of their classmates for scholastic attitude but fail to exceed 50 percent academically.

1.13 WHO IS AN UNDER ACHIEVER:

Lewis (1941) called those children under achievers whose educational ages are one year or more, lower than their mental ages.

Gowan (1957) chose gifted children (IQ= 130 and above)

As underachiever, when they fall in the middle – third in scholastic achievement in grads and severe under achievers when they fall in the lowest third. Homes and finely (1957) described under achievement in terms of grade placement deviation (GPD) as

$$PGD = AGP - CaGP + R$$

Where

AGP = Actual Grade Placement

CaGp = Grade Placement expected from chronological age

GPD = Grade placement deviation

K = Const of 0.5 intended to give all values a positive sign.

1.14 THE CAUSES OF UNDER ACHIEVEMENT:

The reason for failure to achieve one's promise prohibits answers in terms of statics or percentages those are complex and elusive. Over the years studies have been done tapping at the source of failure through the channels of sociology, psychology, physiology and genetics. The study of Terman and his Coworker (1947) did not attempt to identify the reasons for the relative lack of achievement by some of his subject by the question are son intriguing that he tried some possible answer, the essence of which is that other qualities besides intellect account for progress and adjustment. He concluded on his "Genetic Studies of them Geniles" that "Where all are so intelligent, it follows necessarily that differences in success most be due largely to non-intellectual factors".

- ❖ Underachievers may be classified into two broad groups.
- ❖ The pupil with favourable attitude to English language who prefer it after S.S.C Examination.
- ❖ The second group includes hyperactive and aggressive children who disrupt class and annoy their teachers.

Terman is concerned with both the groups because the first one suffer more negative self concept and lack of motivation whereas, the second suffers from antagonistic attitude towards authority as either their needs are not fulfilled properly (or) they are bored with the stereo typed teaching and curriculum. Their special talents are never called for.

Newland (1976) has given a hypothetical relationship between the effectiveness of achievement and the nature of operative motivation which show that:

1. Poor (or) little motivation leads to underachievement.
2. An effective achievement at a good moderate motivation.

3. A serious negative or protest underachievement again for excessive motivation which may be due to too much pressure of parents, extrinsic drive or aggressive achievement motivation.

Barret showed that for these children overanxious overprotective and inconsistent parents were responsible for their children's negative growth in achievement.

Hildreth (1966) suggested the following as probable reasons for under achievement.

1. Lack of interest in school.
2. Indifference to marks.
3. Inferiority feelings.
4. Factors in the background such as inferior home conditions.
5. Parental negligence.
6. Failures in the school instructional programme such as antagonistic teachers (or) formal methods the make little appeal to the bright students.

1.15 CAUSES FOR LOW ACHIEVEMENT IN ENGLISH

The teaching of English in India has always been in different circumstances. Many innovations has found that the academic achievement or standard of pupils English is very low. This is so because of the large population of the country, bleak economic conditions, insufficient Men and Materials etc. Some of major causes are,

- ❖ Lack of clear –cut policy.
- ❖ Lack of exposure to the language.
- ❖ Non-availability of suitable teaching learning material.
- ❖ Lack of good teachers of English.
- ❖ Defective methods.
- ❖ Lack of motivation.
- ❖ Large class
- ❖ Faulty examination system.

1.15.1 LACK OF CLEAR CUT POLICY:

One of the main reason for the poor standard of English is the lack of a clear-cut policy. There have been frequent changes in the governmental policy towards teaching and learning of English. Though English is taught as a compulsory subject, only the pass mark is taken into consideration. As the percentage of low achievers has been ever increasing the government has decided not to consider marks in English as essential for admission into a university course. The educationists and politicians differ on the role and status of English in India. If we are to aim at good standards in English, it is high time that the government takes a strong decision to formulate and implement appropriate policies that promote student's learning in English.

1.15.2 LACK OF EXPOSURE TO THE LANGUAGE:

Most of the Indian students are exposed to their mother tongues. They do not get adequate opportunities either to listen or to speak in English. They listen to English only in the “English” class. Because of the poor social and economic back grounds they neither get enough exposure to English outside the classroom nor enough opportunities to improve themselves in speaking it. This naturally reduces their use of English and result in a poor competence in language.

1.15.3 NON AVAILABILITY OF SUITABLE TEACHING LEARNING MATERIALS :

Many teaching-learning materials like- good textbooks work books handbooks for teachers, language laboratories, T.V. Radio Charts and other useful visual materials- are essential for effective teaching. Unfortunately many teachers and students are not provided with these materials. Hence, sometimes the teaching and learning becomes more imaginative than practical.

1.15.4 LACK OF GOOD TEACHERS OF ENGLISH:

Good teachers of English are found very small number in India. Hence, not having a good teacher of English is a common experience of all the students of English. The teachers of English are not trained properly. Even the materials and methodology used in these training programmers are out dated. Though there are institutes like IFLU (CIEEL), EIEs and ELTCs to train teachers of English, They are hardly enough for the large demands of the Indian teacher population.

1.15.5 DEFECTIVE METHODS:

The methodology which as practiced to teach English in Schools is not appropriate. The oral work which is the soul of any method is totally neglected. Students are not given exposure to the use of language. Language is taught by the rules and learnt by rote memory. As a result, students fail to achieve any competency in the use of language.

1.15.6 LACK OF MOTIVATION:

As students do not find any immediate need for English, their interest naturally slackens. Similarly, as there is no immediate reward for their achievement, the interest decreases.

1.15.7 LARGE CLASSES:

With our large population we do not find any class where student’s number is less than 60 or 50. As the students in the class are always heterogeneous, there is hardly any time to pay attention to the weak or creative child. Even the average students do not get enough experience in the use of language. There is no scope for individual attention.

1.15.8 FAULTY EXAMINATION SYSTEM:

Generally the methodology of teaching is fashioned on the type of evaluation, though it should be happening the other way. Our examinations of English encourage the students for rote memory. The language skills are not tested to any appreciable degree. Speech skills are totally neglected.

1.16 NEED OF THE STUDY:

Now days, the demand for English has been sweeping almost the field of national life like politics international. Media communication, travel and Education. Every advance in Science, in Engineering, in trade, in politics every branch of human thought is discussed, printed, determined and available in English Paul Roberts Says,” when we learn our first language we face the universe directly and learn to cloth it with speech; when we learn second language we tend to filter the universe through the language already known”. The learning of English language is very essential, especially in globalized world.

There is much hue and cry that the secondary school student’s standards especially of English is falling down as in the nursery rhyme, “ London bridge is falling down.” The cry echoes and re-echoes along corridors and labyrinths of edifice of Indian Education. In English so many bills and tonics were trained by to not tangible effective. Though English is taught from third standard in Andhra Pradesh. The academic achievement in English is very low.

This is a baffling question for the Education, why do our pupils are very low in their achievement in English language during their secondary school course? To find out reasons for backwardness in English language students of IX class, the investigator selected this aspect as his research area.

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