

ENGLISH LANGUAGE ATTAINMENT OF 12TH STANDARD STUDENTS
IN RELATION TO SCHOOL ENVIRONMENT AT ANANTNAG
DISTRICT: J&K

Mohd Syed Lone* & Zahoor Ahmad Lone**

* Assistant Professor - GDC Tral, India

** Student - University of Kashmir, India



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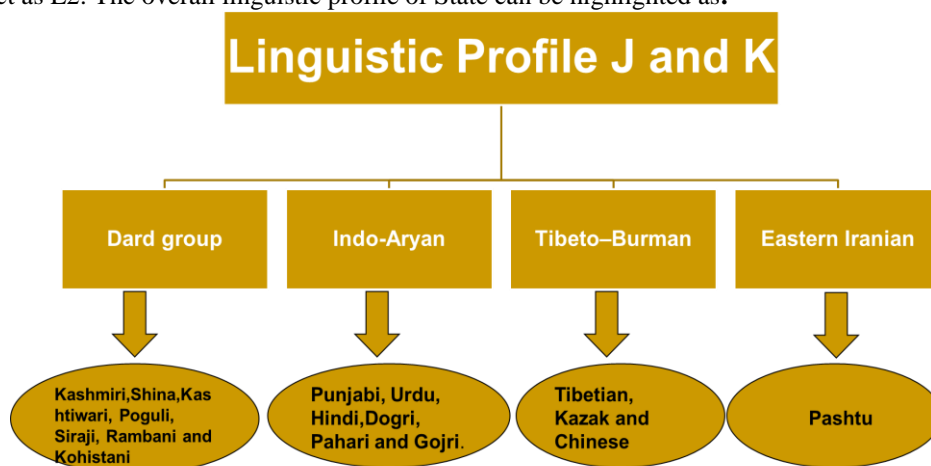
Abstract:

Due to the greatest gifted of language no other animal on earth is as unique as human, It is only language which make us different from all other animals. All old experiences and wisdom is preserved by this gift and it is only the tool through which a new generation is transformed. The present study too is on language attainment which primarily attempts to examine English language attainment in terms of listening, reading, writing, speaking, comprehension, vocabulary, grammar, language use, spelling abilities beside syntactic and semantic levels. The study was conducted in district Anantnag confined to higher secondary schools only but both in urban and rural areas. The study is significant in respect, as no such study has been conducted by government or private organization in district Anantnag yet. To collect the raw date, a sample of 100 students of both sexes from aforesaid was obtained. A simple random sampling technique and stratified method was employed by Investigator for choosing samples from population for investigation. A total of 20 higher secondary schools were included for study. A Cloze test (50 fill in the blanks constructed by removing nth word from passage), a comprehension test, school environment scale (2008) and English Language Attainment Tool (2010) were administrated by the investigator to elicit the information from the samples. A simple percentage technique and t-test was employed to determine the interpretation and analysis. The main findings of the study were: 1. 12th standard students have low level of English language attainment (below 50 percent) 2. Significant difference was found in English language attainment between boys and girls i.e. girls have higher language attainment than boys and 3.No significant difference between urban and rural area students of 12th standard in district Anantnag.

Key Words: Language Attainment, Anantnag, A Cloze Test & A Comprehension Tes.

Introduction:

The etymological meaning of language comes from a Latin word 'Lingua' which means 'Tongue'. Language according to the words of Sapir is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of system of voluntarily produced symbols. Linguistically, Charles Hackett believes that system must have six features (displacement, creativity, arbitrariness, cultural transmission, interchangeability, and discreteness) to called language. These features make human language different from other animal communications. English is a part of the Germanic branch of Indo-European family of languages. British Colonialism in the 19th century, American Capitalism and technological progress in 20th were the main causes of spread of English throughout the world. According to the research by the British council "English as official or special status in at least 75 countries with total population over two billion. Speakers of English as second language will soon outnumber those who speak English as first language. A language other than the mother tongue that a person or community uses for public communication, especially in trade, higher education, and administration is second language. Thus, in J&K, English act as L2. The overall linguistic profile of State can be highlighted as.



English Language Attainment:

By English Language Attainment, the investigator means, how far 12th standard students have reached the expected level of attainment of the pre-defined skills namely listening, speaking, reading, writing, grammar, vocabulary and comprehension assessed through appropriate tests.

Significance of Research?

- ✓ Since, no significant research has been conducted over English language attainment in terms of comprehension, vocabulary, grammar, language use, spelling abilities beside syntactic and semantic levels in district Anantnag till date.

- ✓ There is a broad scope for research in any other domain including language use patterns and language attitudes besides phonology, language identification, morphology, Semantics, syntax etc.
- ✓ To include the new/innovative methods of teaching prescribed if traditional methods contribute less.
- ✓ To identify the issues and bottlenecks of the existing methods of teaching besides the problems perceived by teachers and students.

Objectives of Research:

The major objectives of the research are:

- ✓ To find English language attainment of 12th standard students in terms of comprehension, vocabulary, grammar, language use, spelling abilities. (*the components such as Listening, Speaking, Reading, Writing, Grammar, Vocabulary and Comprehension based on 12th standard syllabus of Government of J&K*)
- ✓ To find the significance of relationship between English language attainment of 12th standard students and their perceived school environment.
- ✓ To find the significance of relationship between English language attainment of 12th standard students with regard to gender.
- ✓ To find the significance of difference between 12th standard students studying in rural and urban schools in their perceived school environment.
- ✓ To find the significance of difference between the male and female 12th standard students in their English language attainment.

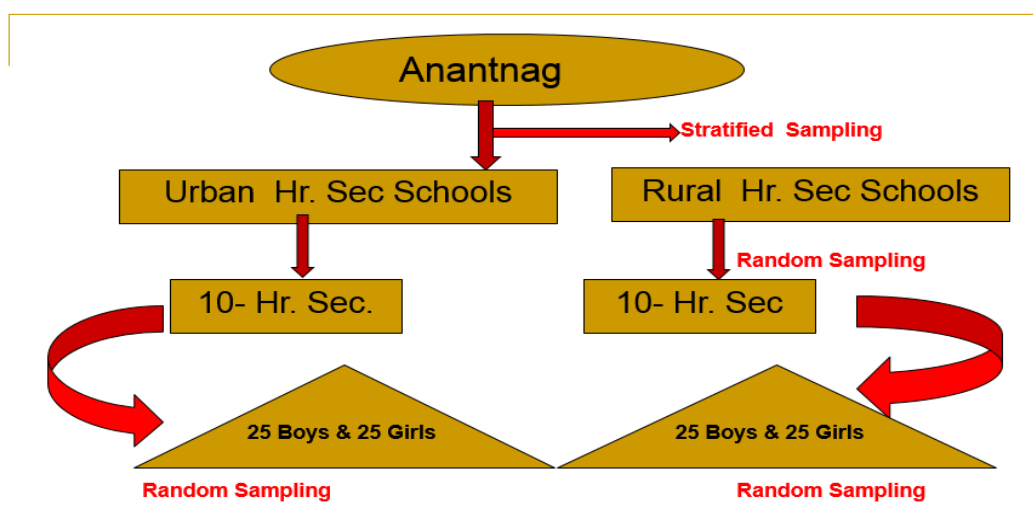
Hypotheses:

The research was based on the assumption that:

- ✓ There is no difference in the level of English Language Attainment of 12th standard students between boys and girls in district Anantnag Higher Secondary Schools.
- ✓ The level of English Language Attainment of 12th standard boys is higher than girls in district Anantnag Higher Secondary Schools.
- ✓ The level of English Language Attainment of 12th standard urban students is higher than rural students in district Anantnag Higher Secondary Schools.

Methodology:**Sampling:**

After reviewing different educational research methods and considering the objectives of study, the researcher decided to bring quantitative method in use. As the aim of the investigator is to find out the English Language Attainment of 12th standard students with regard to the School, in district Anantnag, therefore whole students of the Anantnag form the population for the study. From the population of about 115 secondary Schools of Anantnag district selected purposely, a total number of 20 schools were chosen. First the stratified sampling were involved for selection of schools and then simple random sampling was employed to choose the students from schools. A total of 100 students were sampled for investigation. The schools were grouped together according to sex and were each assigned numbers to represent each strata of the population. The slips bearing the numbers were then put in a hat and there from each group picked at random. An equal number of 25 boys and 25 girls were picked randomly. In this way, it was thought that it would eliminate bias and that each school would have an equal chance of being picked for the study.

Administration of the Tools:

The investigator printed the required material and visited the selected Higher Secondary Schools personally. After getting the permission from concerned principals and then with the help of English subject teachers introduced himself to the sampled students. He then explained the purpose of visit and provided them the information about tools. With simple instructions students were asked to fill in the bio-data form and asked to fill the response sheets within one hour. After completion of time response sheets were collected by the investigator himself and scoring were done by using scoring key. Following were the main tools for data collection.

Cloze Tests:

In the three Cloze passages uniform fifty (50) item tests were used. These were scored separately for each school. When scoring, two methods were used, the exact word method where the subjects were expected to write the exact word as in the test passage in the blank spaces and the method which allows any contextually acceptable word in the blank spaces. Here score charts containing the serial number and the type of word, whether a content word, main verb, noun, adjective, adverb, demonstrative pronoun etc. Or function (grammatical) words: conjunction, preposition, article or auxiliary verbs for those particular spaces were used for the exact word, acceptable replacement word in the blank spaces. For every error a cross (X) was scored and each correct word was ticked (\checkmark). However if a subject filled in the blank space a contextually acceptable word, then a cross with a circle 0 was used. Thereafter, these were converted to figures for easier analysis. Each tick () was awarded one (1) mark, each cross (X) was awarded two (2) marks and each cross with a circle 0 was awarded three (3) marks. All these were done in the score charts. Once this was done, a percentage of errors in each section per school was calculated, to show their readability and comprehensibility of the passages and also, to show a comparison of how the schools performed in these tests.

English Language Attainment Tool:

After a thorough and careful study of the literature available on English language attainment, the investigator collected materials and discussed with the experts in the field of English education. Thus modified already prepared tool for evaluating attainment of English language pertaining to the components such as Listening, Speaking, Reading, Writing, Grammar, Vocabulary and Comprehension based on 12th standard syllabus of Government of J&K. The English language Attainment tool consists of 50 items in modified form.

Comprehension Passage:

The most widely used tool to evaluate the comprehension ability of students in all exams is also used to investigate the English language attainment of 12th standard students of the district Anantnag. The skills involved in this test item are:

- ✓ Deducing the meaning of unfamiliar words.
- ✓ Inferring the information which is not overtly stated.
- ✓ Using above stated tools, simple percentage and t-test technique were employed to obtain the results and findings.

Analysis of Data:

The collected data, collected by employing mean and t-test techniques and the results were tabulated on the basis of framed objectives. During analysis of the data various parameters were thoroughly considered. The validity and reliability of the tools were again ensured. The processed data was tabulated for easy understanding.

Result & Discussion:

Following were the main findings of the research.

Table H.I showing percentage wise level of English Language Attainment of 12th standard students between boys and girls in district Anantnag Higher Secondary Schools.

It is inferred from the above table f.1 that English language attainment of 12th standard students is not good with respective to national standards. It is almost below 50 percent in all components of language. The attainment in components listening is (45%), speaking is (46%), reading (49%), writing (43%), grammar (37%) and comprehension (57%). It is overall percentage for urban/rural, boys/girls, for 12th standard students in district Anantnag.

Table H.II Difference in English Language Attainment of 12th Standard Students with regard to Gender

There is no significant difference between Boys and girls of 12th standard students in their English language attainment in district Anantnag.

Component	Variable	Number	Mean	SD	Table t-Value	Calculated t-value	Sigf. at 5% level
Listening (20)	Boys	50	8	3	1.96	5	S
	Girls	50	12	4			
Speaking (20)	Boys	50	10	4	1.96	4.6	S
	Girls	50	14	3			
Reading (20)	Boys	50	9	5	1.96	4.7	S
	Girls	50	10	2			
Writing (20)	Boys	50	10	4	1.96	4.2	S
	Girls	50	9	3			
Grammar (30)	Boys	50	16	3	1.96	4	S
	Girls	50	22	2			
Comprehension(30)	Boys	50	16	5	1.96	5	S
	Girls	50	24	4			
Total	Boys	350					
	Girls	350					

Component	Number	Percentage
Listening	100	45
Speaking	100	46
Reading	100	49
Writing	100	43

Grammar	100	37
Comprehension	100	57

It is clearly visible from the table H.II that calculated t-value for the reading, writing, speaking, listening, comprehension is greater than that of t-table value 1.96. Therefore the difference in English Language Attainment is significant at 0.5% level. From evaluating and analyzing the response sheets of respondents girls show greater attainment than boys almost in all components of English Language Attainment.

Table H.III Difference in English Language Attainment of 12th standard students studying in rural and urban schools in district Anantnag

There is significant difference in some components of language and non-significant differences in other components.

Component	Variable	Number	Mean	SD		Calculated t-value	Sig. at 5% level
Listening (20)	Rural	50	10	4	1.96	0.9	NS
	Urban	50	11	3			
Speaking (20)	Rural	50	7	3	1.96	5	S
	Urban	50	14	2			
Reading (20)	Rural	50	10	5	1.96	6	S
	Urban	50	12	4			
Writing (20)	Rural	50	7	4	1.96	1.2	NS
	Urban	50	9	4			
Grammar (30)	Rural	50	19	3	1.96	3	S
	Urban	50	24	5			
Comprehension (30)	Rural	50	12	5	1.96	.3	NS
	Urban	50	15	4			
Total	Rural	350		46			
	Urban	350					

The table depicts that English Language Attainment of 12th standard students studying in rural areas is comparatively lower than those studying in urban environment. The attainment is significant in the components of speaking, reading and Grammar between urban and rural environment. In these components 12th standard students studying in urban environment have higher attainments than rural areas students, while in other components comprehension, writing and listening there is no significant difference.

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