# CHAPTER - I

## INTRODUCTION

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CHAPTER - I

INTRODUCTION

1.1.0 INTRODUCTION

English in India is a legacy from the British and their language permeated through some of the most important parts of society: the government, the education system, the media, the legal system, and gradually the social sphere as well. India is a vast nation and in terms of the number of English speakers, it ranks third in the world after the United States of America and the United Kingdom (Annika Hohenthal, 2003). There are large numbers of people in India who learn and use English for a wide variety of purposes. Its importance is on the increase in every walk of life. English, though a foreign language is the only language, which is understood, learnt, taught and used by people in all parts of India, as well as it is regarded as a second language. English has become the medium of instruction in higher education and also in schools. We learn not only English, but also learn many subjects through English. Keeping in view this demand for English, the first Prime Minister of the independent nation Pandit Jawaharlal Nehru has said that “English is our major window on the modern world” (Tiwari, 2007, p.27).

French, F.G. (1964) stated that “It is only through this (English) language that we have distilled essence of modern knowledge in all fields of human activity. Anyone who can read English can keep in touch with the whole world without leaving his own house”. The University Education Commission (1948-1949) observed “English is a language which is rich in literature – humanistic, scientific, and technical. If under sentimental urges we should give up English, we would cut ourselves off from the living stream of ever growing knowledge”.
Students also need English both for pursuing their studies and communicate in real life situation. English is needed to perform a large number of communicative acts i.e., comprehend and interpret professional material in English, read English books and magazines for information or pleasure and also communicate with speakers of other languages. Our approach to language teaching should then be such that students are enabled to use English for the purposes they would need to use it. English has a respectable place in the society and it has an established sociolinguistic fact that no one learns a second language unless there is a need for it. English is perhaps best when it is the medium of instruction and it will improve the language skills and scholastic achievement among the students, which is the main basis of admission and promotion into higher class (Karthigeyan and Nirmala, 2012).

1.2.0 ENGLISH IN THE WORLD CONTEXT

Language, whether written or spoken, is the universal medium of communication which is intimately related to human beings. The importance of language cannot be denied by anyone, since it is essential to every aspect and interaction in everyday lives of individuals. Though hundreds of languages with thousands of dialects are spoken all over the world, English is the only language spoken in many countries, both as a native and as a second or foreign language. It has emerged as the paramount language for international communication, and regarded as a ‘global language’ and ‘link language’.

English is used all over the world not out of any imposition, but because of the realisation that it has certain advantages. It is the only language which has penetrated deeply into the modern world. It has become the official language in a large number of countries and dominant language in administration, law, trade, commerce, literature, education, media, science and technology. It is the language of the latest business management in the world and means for international and inter-state commerce. Since it is very rich in literature, it has
become library language in many countries. It is one of the principal assets in getting a global leadership and recognition for literature. In short, English is a progressive, dynamic and complete language and universally renowned for its power of expression and prosperous literature.

“English is the medium of the great deal of the world’s knowledge, especially in such areas as science and technology; and access to knowledge is the business of education” (David Crystal, 2006). The English language has acquired unprecedented sociological and ideological dimensions. There are many languages spoken in different countries of the world, but English has acquired a prominent place in meeting the communicational needs of the people. It has been found that nearly a quarter of the world’s population is already fluent and competent in English.

French, F.G. (1964) stated that, “no language, ancient or modern can be compared with the English in the number of geographical distributions of the homes, factories and offices in which the language is spoken, written or read”. Since the 1960s English has become the normal medium of instruction in higher education in many countries. English is now considered to be the chief lingua franca of the internet, a position which is now beginning to be acknowledged in the popular media. In a developing country like India, English has become one of the most vital tools of ideological and sociological change and at the same time an object of intense controversy. English has become a primary source of interface with the Indian languages through translations and interpretations in the multilingual ethos of the country. So a greater acceptance of English as a complementary language in the pluralistic milieu of the country has given rise to adequate stress to be laid on the intensive study of the English language.
1.3.0 HISTORICAL OVERVIEW OF ENGLISH IN INDIA

With the advent of the British, the English language came to India for trade and commerce. In the Indian subcontinent the English language has exerted a tremendous influence over the past two centuries and it still holds sway as a dynamic instrument of social change. Kachru (1982) stated that there have been three phases in the introduction of English in India. The first one, the missionary phase, was initiated around 1614 A.D. by the Christian missionaries. The second phase was a local demand as some scholars were of the opinion that the spread English was the result of the demand and willingness of the local people to learn the English language. Kachru mentioned two prominent spokesmen for English, Raja Rammohan Roy and Rajnath Hari Navalkar who were persuading the officials of the East India Company to give instructions in English rather than in Arabic. They thought that English would open the way for people to find out about the scientific developments of the West. A letter of Raja Rammohan Roy addressed to Lord Amherst in the year 1823 was often presented as an evidence of the local demand for English. Roy embraced English learning and his opinion, English provided Indian with “key to all knowledge- all the really useful knowledge which the world contains”. In the letter Roy has written that the available funds should be used for employing British gentlemen of talent and education to instruct the natives of India in Mathematics, Philosophy and so on. Roy’s letter has been claimed to the responsible for the beginnings of English in India.

The third phase, the Government policy, began in 1765 when the East India Company’s authority was stabilised. English was established firmly as the medium of instruction and administration. The English language became popular because it opened paths to employment and influence. English gradually became a widespread means of communication.
1.3.1 ENGLISH IN INDIA : BEFORE INDEPENDENCE

The first three decades of the nineteenth century marked the beginning of English education in India, but it was a period of slow incubation. During the Governor-generalship of Lord William Bentinck (1828 -1835), India saw many social reforms. English became the language of record of the government and higher courts, and government support was given to the cultivation of western learning and science through the medium of English.

The study of the English language has strengthened by Lord Macaulay’s Minutes on the education of India (1835). He strongly recommended that the spread of Western learning could only be possible through the medium of the English language. With the support of Lord Bentinck, the funds administered on public instruction employed in imparting to the native population knowledge of English literature and science through the medium of English language. Wood’s Despatch (1854), the Magna Carta of English Education in India emphasised to increase the number of schools and colleges, and the predominant position was given to English rather than vernacular languages. By 1857 universities had opened in Bombay, Calcutta and Madras, and English was established firmly as the medium of instruction and administration and many educated Indians were demanding instruction in English as a means of social advancement. English was increasingly accepted as the language of government, of the social elite, and of the national press. Indian literature in English has also developed.

1.3.2 ENGLISH IN INDIA : AFTER INDEPENDENCE

In the independent India, English was left with a colonial language of governance. But it became apparent that English could not continue to occupy the privilege position it had been occupying under the British. Just after the independence, English got a series challenge from some of the nationalists who advocated that English should quit India with the English people. Nationalists felt that an indigenous
Indian language could be adopted as the official language. However, some people advocated the retention of English as the language of administration and law. They thought that abolition of English would have had an adverse effect on administration and education. There was a controversy over the status of English in the Indian context. Despite continued pressure from nationalists, English remained at the heart of Indian society.

Jawaharlal Nehru has stated that discarding English will amount to close a window on the world of technology and we will fall back hundreds of years and will never be able to catch up with the developed world. Rajagopalachari and Abul Kalam Azad (1965) realised that the abolition of English would be a great set back to the cause of Education in India. The Radhakrishnan University Education Commission (1948-1949) has mentioned that, adequate knowledge of English helped Indian people to keep in touch with the world’s ever-increasing explosion of knowledge.

1.4.0 PRESENT STATUS OF ENGLISH IN INDIA

English in India is at the crossroads. It has been the official language of the country for more than 200 years and declared as the Associate Official Language of the Union for an indefinite period by an Act of Parliament in 1963. It serves as a linguistic tool for the administrative cohesiveness of the nation. English still continues to be the language of courts, trade and industry. It plays an important role in the social life of the people. It is regarded as the national and inter-state link language by which people can establish social, economical, cultural and political relations with each other in the country. It plays a significant place in education and considered as a second language in India. A very important reason for learning English is that the world’s knowledge is enshrined in English. English is extremely rich in literature which served us in the past and can continue to serve us for a long time in the future (Stoddart, 1977). The Kothari commission (1964-66) has rightly stressed that English would play a vital role in higher
education as an important ‘library language’. It plays a dominant role in the media. It has been used as a medium for inter-state communication, press and broadcasting both before and after India’s independence. In short, English has special national status in India. It has a special place in the parliament, judiciary, broadcasting, journalism, and in the education system.

1.5.0 STATUS OF ENGLISH IN INDIAN EDUCATION SYSTEM

English plays an important role in Indian education system. It is taught compulsory in most of the States in the country. It is the main medium of instruction in higher education and taught as a second language at every stage of education. A large number of English medium schools are coming up due to the sudden increase in the craze for such schools. The National Integration Council (1962) has recommended the use of English as an alternative or associative medium of instruction. English is a compulsory subject of study at the secondary stage in all the states in India. It has occupied a significant position in the school curriculum as all other subjects. Because, sufficient mastery of English is the only way to achieve the treasure of global knowledge. English is regarded as a second language and the status of English in a second language situation is more applicable in India than a foreign language situation. Spolsky (1978) pointed out that although there are so many languages in India, English is most extensively spoken second language, and more useful as a "lingua franca".

On the basis of the above, it can safely be said that English language learning is essential and advantageous as English as a progressive, universal, dynamic and flexible language. The study of English language and its inclusion in the school curriculum is of paramount importance today as it promotes personal and professional growth, and social status of Indian students. It helps to bring them closer to the rest of the world.
1.6.0 IMPORTANCE OF ENGLISH LANGUAGE IN SCHOOL CURRICULUM

In India, people have been learning English since it was first introduced in schools in the latter half of the nineteenth century. After independence, the inclusion of English in the school curriculum was debated at all kinds of educational forum. English became out weighted with special support from scholar-administrators like Jawaharal Nehru, academicians like Gokak, V.K. and others. Jawaharal Nehru has said “we are driven to English, principally because we know it a good deal, we have people who can teach it in schools and because it is the most important language in the world today.” He further said that in the absence of English at seats of higher education ‘it would not then be possible to have any meeting of minds.’ He called English ‘a key that would unlock the vast treasures of all scientific and humanistic fields’. Gokak, V.K. has said, “...rejecting the study of English as one of the languages will amount to committing intellectual hara-kiri (ritual suicide)”. The philosopher-statesman Radhakirshnan, S. (1949) suggested that English should be studied in high schools and universities to keep in touch with the living stream of ever growing knowledge and it would prevent our isolation from the world and help us to take advantage of the wider reach of the English Language.

English is introduced in the school curriculum as a language to be learned in addition to a national language or regional language. In all the south Indian states, English is taught compulsorily from the primary level (from class III and up to the degree level) whereas in the recent times English is introduced from the kindergarten level in private English medium schools. The actual study of English language begins only at the secondary level, i.e., from class V to XII, for a minimum period of eight years of study both for the secondary and higher secondary (class XI and XII) levels. The students in higher secondary level have 8 hours of study per week instead of the six hours for secondary level students. The secondary level aims at a reasonable
competence in language skills, but in higher level a much higher standard of comprehension of all the four language skills (Listening, Speaking, Reading and Writing) in English. The higher level, however, expected attainment of equal levels of both comprehension and expression.

1.7.0 AIMS AND OBJECTIVES OF TEACHING ENGLISH

Teaching English without fixing its aims and objectives would be an exercise in futility. Aims and objectives of teaching English determine all the aspects of its teaching, curriculum, textbooks, methods and strategies of teaching and evaluation system. Thomson and Ryburn (1992) mentioned that there are four specific aims of teaching English at the school stage, namely, to understand spoken English, to speak English, to understand written English and to write English. In teaching English all the four aims should be regarded as paramount and equal importance should be given to each. Emphasis should not be placed on one or two at the cost of others. Thomson and Ryburn have mentioned the following are the aims of teaching English at the secondary level.

• Students at the end of secondary level should be able to speak English fluently and accurately. Fluency implies the acquisition of a reasonable standard in speech- habits which means speaking with an acceptable pronunciation, stress and intonation.
• They should be able to speak freely. They should think in English and speak it with ease and frequently.
• They should be able to talk and express their ideas coherently in English.
• They should acquire the ability to understand and respond the native English speakers.
• They should be able to compose freely and independently in speech and writing.
• They should be able to read English books, novels and periodicals, and to understand the main ideas in it.
• They should acquire a vocabulary, phrases and idioms, which though limited, is enough to help them in the use of the language.

The objective of teaching English is to make the learners as effective users of the English language. English teachers should be familiar with the objectives of teaching English in order to adopt appropriate teaching techniques in their own classroom situations.

• Cultural Aim
The aim of teaching English is to bring people of diverse cultures closer to each other and develop intercultural understanding inside the country. It also aims to keep the different cultural groups of India united and paves way for modernization of Indian Society. English learning enables the student to understand people across national barriers by giving them an insight into the ways of life and ways of thinking of the English people. The students’ personal cultures also increase through the study of English literature and philosophy.

• Literary Aim
English literature is rich and varied and is embedded with a wealth of thought and emotions. The children, when taught the English language and its literature, experience a sense of pleasure and enjoyment. They get a proper understanding of life reflected through literature and they develop their sense of creativity and mental power.

• Utilitarian Aim
The popularity and strength of a language are determined on the basis of its utility. At present, English dominates the functional aspects in the widest possible way. It is the language of the administration, legal system, science and technology, trade and so on. It serves as the medium of instruction in schools and is a compulsory subject of study in the regional medium schools. English offers advantages in seeking employment opportunities both in India and abroad. English continues
to be the chief language used on the Internet and a widely quoted statistic revealed that eighty percent of the world’s electronically stored information is currently in English.

- Linguistic Aim

  As Sharma (1985) has pointed out, in English Language teaching, emphasis is given on the linguistic aspect. The learner is to be equipped with a considerable degree of language proficiency, both in speech and writing. Teachers of English should undertake the task of giving a sound knowledge of English to the students keeping in mind a view of the function of English in India as well as in the world today.

- Integrative Aim

  Teaching of English is the unifying factor and helps national integration and international understanding. English serves as a medium for inter-state correspondence to enable unity in diversity. It is only through English that people in India can establish social, economic, cultural and political relations with other countries of the world. English is a necessity in India as it coordinates all the regions of India. English language learning in the school curriculum aims at effective communication across racial and social boundaries, thus binding the nation as a whole.

1.8.0 COMMON FACTORS AFFECTING TEACHING/LEARNING ENGLISH AS A SECOND LANGUAGE

  There are so many factors that affect the teaching-learning process of second language, namely, different medium of instruction in schools, influence of mother tongue, socio economic condition of the students and school environment etc.

  The problem of teaching English as a second language, to the Indian students starts from the primary level of schooling. The students can be categorized into two groups based on their medium of study; the one is having the regional language as medium of study from the
primary level and the other is having English as the medium of study. The regional languages interfere in the learning of a second language in certain aspects. The first language (L1), that is the mother tongue, exerts a perceptible influence on the learning of a second language (L2) which is of foreign origin. In the state of Tamilnadu, where the Tamil language is the mother tongue of more than eighty percent of the population, the learners and teachers face some problems, peculiar to the region besides many common problems of any Indian learning English as a second language. Attempts to teach the English language through the mother tongue has been the cause of the cross-language malady that afflicts many learners.

Further environment and family background play a vital role in success of learning process. In India, where the majority of the people are farmers, have the poor background in education as well as economic status. Hence, the parents are not interested in giving good education background to their children. In contrast, they are willing to engage their children in some jobs in order to earn money. This is the very basic reason and the affecting factor in teaching (Murali, 2009). The classroom conditions also play a role in the learning of a second language. The class should have the right size of the student so as to pay individual attention. In overcrowded classrooms teachers’ individual attention on students is not possible. Rural -urban disparity affects the students’ second language learning and achievement. Students in the urban locality have easy access to quality education compared to rural locale students (Karthigeyan and Nirmala, 2013).

Another important factor that influences the language learning is the provision of opportunities both in formal and informal situations. Formal situations refer to the institutional, educational opportunities provided by the schools in language learning. In school education the duration of exposure to the second language is very important in the learning of English. The duration of teaching English is spread over a long period and is intermittent with only 5 to 6 hours a week.
Therefore, it is difficult for English teachers to sustain interest in pupils and to enhance their language skills. Similarly, the school environment, and infrastructure, viz. school buildings, classrooms, labs, etc., are not adequate as required. A very important prerequisite for teaching a second language is the availability of competent teachers and teaching materials that could make teaching and learning of English in India more effective. Thus the influence of these factors has led a large number of students fail to score the minimum marks in English examinations and fail to improve their language competence.

1.9.0 PROBLEMS IN TEACHING/LEARNING ENGLISH AS A SECOND LANGUAGE

The teaching of English as a second language to nonnative speakers of English has always been a difficult task for teachers and educators. This is so because of the socio cultural diversities and language diversity. Language teaching is not the sole goal of the educators. The target is the learners themselves. In a multilingual and multicultural country like India, the learners and teachers too face some problems in teaching learning process of English language. Besides the social, economic, cultural and language diversity learners and teachers have come across some problems that cause the poor standard in English language competence.

- Lack of Clear-cut Policy

One of the main reasons for the poor standard of English is the lack of a clear-cut policy. There have been frequent changes in the policy of the government towards the teaching and learning of English. Though English is taught as a compulsory subject, only the pass mark is taken into consideration. Differences occur in the teaching of English as a second or third language in different states. The three language formula is implemented in certain states where English is being taught as a third language. In order to aim at good standards in English, the Government needs to take a strong decision to formulate and implement appropriate policies that promote students’ learning of English.
• Lack of Exposure to the Language

Since English is not a compulsory medium of instruction in government and government aided schools, students usually taught by their regional languages. Most of the students do not get adequate opportunities either to listen to or speak in English both at school and home. They listen to English only in the English class. Because of the poor social and economic backgrounds, 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 results in a poor competence in the language.

• Non-availability of Suitable Teaching/Learning Material

Teaching learning materials are essential for effective teaching. In most of the schools, teachers and students are not provided with adequate materials that cause difficulties in teaching and learning English. Due to this problem the teaching and learning becomes more imaginative than practical.

• Lack of Skilled Teachers of English

It is commonly stated that though teachers have adequate qualification to teach English many of them are not skilled in language teaching. One of the common experiences of students stated that English is taught by the teachers of other subjects in schools. Even if they are trained, they are not trained by the teachers of English as a native language, and even the materials and methodology used in these training programmes are outdated. Though there are skilled teachers of English trained by standard institutes, they are not enough for the large demands of the Indian teacher population.

• Defective Methods

Though the teaching learning process has been changed from teacher centered to learner centered still traditional methods and approaches are followed in teaching English language. Similarly, though traditional methods are considered as outdated and new innovative
methods are evolved students are not given exposure to the use of innovative learning methods.

- Overcrowded Classes
  In an overcrowded classroom with large heterogeneous students, teachers find it difficult to pay individual attention to the weak or creative child. Even the average students do not get enough experience in the use of language. This causes the poor language competence among the students.

- Inappropriate Examination System
  The examinations system encourages the students merely for rote memorization of subject content and reproducing them in the examination. The language skills are not tested to any appreciable degree. Speech skills are totally neglected in the written examination. In order to improve the academic standard of language learners the unsuitable examination patterns need to be modified.

Liney (2002) has stated that, considering all these problems the standard of English in our country has become deplorably low. Since the educational system is not student centered and no deliberate attempt is made to change the situation the students’ are lacking in second language proficiency and in their academic performance. Hence, a lot of responsibility is thrown on the shoulders of the teachers and parents to enhance the students’ language competence and academic performance from the grassroots level of education.

1.10.0 FACTORS INFLUENCING ACADEMIC PERFORMANCE OF SECOND LANGUAGE LEARNERS

Education could be seen as wings for the progress of the human beings. It ensures the acquisition of knowledge and skills that enable individuals to improve their quality of life. The quality of education is being determined by the performance of students, which remains at top priority for educators. In our society, academic performance is
considered as a key criterion to judge individuals’ total potentiality and capability. It stands as a base for a better future of the students, which reflects the total knowledge, abilities, attitude, behaviour and skill of the students and it lays the foundation for higher education.

Educators and researchers have long been interested in investigating the variables that affect students’ quality of academic performance. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson and Elder, 2004). Thus, it is necessary to examine the factors that have direct influence on students’ academic performance in English. Generally the factors include gender, age, geographical belongingness, ethnicity, marital status, socioeconomic status (SES), parents’ education level, parental profession, income, language and religious affiliations are usually discussed under the umbrella of demographic characteristics (Ballatine, 1993).

Identifying the most contributing variables or factors in the quality of academic performance is a very complex and challenging task. There are so many factors that affect the academic performance of students in learning English as a second language. Research studies revealed that various factors, namely gender and locality (Hailiang, 2010; Karthigeyan and Nirmala, 2013; Sidharth, 1999) played an important role in the academic success of second language learners. Similarly research studies showed that school related factors, namely learning environment and school quality (Goddard, 2003; Patrick, 2013), the medium of instruction in schools, (Karthigeyan, 2012; Sandhya Singh, 2012), teaching strategies and instructional methods of teachers (Amit Kauts 2013; Bahram, 2012; Jie Zhang, 2013; Karthigeyan and Nirmala, 2012) had significant impact on students second language learning. Students' family related and personal factors such as parental involvement on children’s education (Kaur, 2013; Furstenberg and Hughes, 1995), home environment (Shazli Hasan, 2013), socioeconomic condition (Annie Isabella, 2010; Farooq, 2011;
Lacour, 2011; Malkeet Kaur, 2011), study habits (Manoj Kumari, 2011; Pushap Lata and Ajula, 2011) influence of mother tongue (Liying, 2010), English language proficiency of students (Orgunslji, 2009; Sahragard, 2011) and their learning styles (Alkhatnai, 2011; Azrinawati, 2013; Devi, 2014; Shaw, 2012) also had significant relationship with the academic performance of English as a second language learners.

1.11.0 STATEMENT OF THE PROBLEM

The world is becoming more and more competitive and the quality of performance in education has turned into the key factor for students’ progress. The success of learning can be judged mainly in terms of the academic performance, which has become an index of students’ future in this highly competitive world. Academic performance is one of the most important objectives of the educational process as well as key instrument through which students’ learn about their abilities and competencies which are the significant part of developing educational aspiration.

In school education, academic performance denotes the knowledge attained and skills developed in the school subjects, usually designated by examination scores. English is counted as a major subject in the national curriculum. Though English is a foreign language, it is being studied as a compulsory second language in all the schools in Southern India, particularly in Tamilnadu state. The place and importance of English in school curriculum are estimated purely on the basis of its usefulness to the individuals’ educational progress. Learning English has become an essential requirement for students’ success both in education and employment. There has been a growing interest in exploring the factors that influence the academic performance and the importance of academic performance has raised two important questions for educational researchers, i.e., what are the factors promoting students’ academic performance? and how far do the different factors contribute towards academic performance? (Ramaswamy, 1990).
Parents as well as teachers have a great responsibility to help the students to succeed in their education and acquiring language skills in English. It is commonly accepted fact that parents and teachers have high desire that their children/students should climb the ladder of performance to as high a level as possible. This desire for a high level of academic performance puts a lot of pressure on students and educators and in general the education system. Researchers and educators generally agree that a constellation of familial factors, teacher related and students’ personal factors exert significant influence on the educational aspiration and academic performance of students. Hence it is necessary to examine the factors that have direct influence on students’ academic performance especially in a second language.

Research studies so far conducted showed that parents play the crucial role in children’s education. The factors like parental selection of better schools, their involvement and parental care on children’s education are consistently found to be positively associated with the academic performance of their children. Similarly, language teachers play the pivotal role in students’ second language learning. Teachers’ performance in every parameter has a significant impact on students’ understanding and performance. For instance, if teachers are effective in teaching, their students would most likely perform better in class. Teachers’ use of innovative teaching methods and suitable instructional strategies in second language teaching do actually result in high teaching standards and consequently the students’ high level of academic performance. However, students differ in their learning styles. Identifying students’ learning styles and giving instructions with suitable teaching strategies contribute to more effective learning and better performance. Thus, though there may be many other factors that affect learner performance, learning style preference is one factor that needs to be examined.

After reviewing the literature, it has been found that less number of studies have been conducted in India with specific reference to the
factors such as school choice, parental care, teaching strategies of English language teachers and learning styles of students in relation to the academic performance in English. Keeping in view all these discussions, the investigator has felt it appropriate to study the factors that affect the secondary school students’ academic performance in English subject. Thus the problem of the present study is framed as “Choice of School, Parental Care, Teaching Strategies and Learning Styles of Secondary School Students and their Academic Performance in English”.

1.12.0 NEED AND IMPORTANCE OF THE STUDY

In Indian education system, distinctively in school education, students’ progress primarily depends on the academic performance in respected subjects. The quality of students has been chiefly determined by the students’ academic performance. Though various outcomes are expected, the whole system of school education revolves round the academic achievement of students. Parents and teachers expected their children/ students to attain a high level of achievement and also in the present era parents desired their children to have excellence in English language and communication skills even from the grass root level which creates more pressure on students, teachers, and administrators of the respected schools.

Teaching of English as a second language to students in a multilingual country is a complex integration of their cognition, motivation and emotion. Because, it is a non-native or not a mother language of students in India. The student learning needs are best fulfilled by allowing student to pursue their unique interest in a relaxed environment. If the school environment and various language teaching strategies of teachers do fit the learning style of students, their academic performance will be certainly enhanced. Selection of healthier school for children, parental care, incorporation of a variety of teaching strategies with the learning styles of students have a positive impact on students’ academic performance especially in a second language
learning. Therefore, it becomes essential to study the parents’ preference of school for children, parental care, teaching strategies adopted by English language teachers and learning styles of students and also the influence of these factors on the students’ academic achievement in English needs to be given due importance and attention.

1.13.0 SCOPE OF THE STUDY

The academic performance stands as a base for a better future of the student in the society. The academic performance in second language reflects the total knowledge, abilities, attitude and skill of the students in English. It lays the foundation for higher education. Since changes are taking place in family, educational organisation, curricula and teaching techniques it is pertinent to seek systematic and up to date information on the significant correlates of students’ academic performance. Educational researchers identified factors like gender, study habit, interest, socioeconomic status of the family, social environment, parental involvement, school environment, quality of school, and teaching methods etc., influence the academic performance of students. Though these factors influence and contribute their support to the students’ academic performance in English, the present investigation is aimed to study how far the identified factors, namely the parents’ preference of school for their children’s education, parental care, teaching strategies adopted by English language teachers and learning style preference of students contribute and influence the academic performance of students in English subject.

1.14.0 ORGANISATION OF SUCCEEDING CHAPTERS

The succeeding chapters deal with the following:

- Chapter II deals with the Conceptual Framework of the present investigation that includes the theoretical background and related information of the selected variables.
- Chapter III deals with the Review of Related Literature that includes the brief summary of pertinent studies so far conducted on the selected variables of the present study.
• Chapter IV deals with the Plan and Procedure followed to carry out the present study.
• Chapter V deals with the Analysis and Interpretation of Data.
• Chapter VI deals with the Summary and Conclusion that includes summary of the present study, findings and conclusions. The educational implications, recommendations and suggestions for further research also presented in this chapter.

1.15.0 CONCLUSION

In the first chapter the historical overview of English language in India, its present status with special reference to English in Indian education system, aims and objectives of teaching English, common factors affecting learning English as a second language and academic performance are discussed. The statement of the problem, the need and importance of the study and scope of the present study also presented. The next chapter deals with the Conceptual Framework of the present investigation.