CHAPTER-I

INTRODUCTION
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"The education system must make its contribution to the development of habits, attitude and qualities of character which will enable the citizen to bear worthy by responsibilities democratic citizenship".

Education Commission, 1964

1.1 Education – its meaning

Education is as old as the human race. Its importance has been realized since times immemorial and it continues right up to this day. It has been accepted as one of the primary needs of every civilized person. This is the only reason why philosophers and leaders of human thought have so eloquently sung its praises in all ages.

Education is important for both – the individual and the society. The working of society is impossible without education or educated persons. In fact, human life begins with education. The fulfilment of needs of human life is possible only through education.

By education man forms a proper attitude towards life. Education shows us many ways by which it can be solved the problems of life. Life is full of struggles. Man makes his life successful by proper education. Thus, Education is the cleverest and straight road to achievement, the more the human beings become educated, the finer persons they turn out to be, the better families they establish, the healthier they are, the better work they do and the more progressive and stable in their communities.

Education is a conscious purpose to train the children for fulfilling the responsibilities of adult life. Since, the children have to enter a complicated society when they grow adults; education gives them training for adult life. It develops in them, thinking and reasoning power to fit them to rise to the occasion, when they are forced with the pressing problems of home, community and world. An individual needs training to use his own reason so that thereby he may learn to live orderly life or moral life. True education means training the individual to discriminate between 'good and evil', both on the level of physical responses as well as mental response.
Education occupies a very prominent place in the history and life of a nation. It is the important single factor in the achievement of rapid economic development and technological progress as also in creating a social order based on the values of freedom, social justice and equal opportunity. It is very much essential for the refinement of the cultural life of a society. So long as the educational system of a civilization is sound and comprehensive, it is alive otherwise it would fall into pieces in no time.

Education is not only essential because it performs vital economic functions like job preparation and human capital formation, but it is also required for a number of other reasons like character building, personality development and development of scientific attitude etc.

Education in narrower sense is confined to school and college instruction. It believes that education starts when the child enters the school and ends with the departure from the school or college. The amount of education received by the child is measured in terms of passing the examination and securing a job.

Education in its broader sense includes all knowledge and experience, which tries to develop the child as an integrated and full-blooded human being. As such, education is not teaching of 3 R’s (Reading, Writing and Arithmetic), but it is training of 4 H’s (Head, Heart, Hand and Health). It is not limited to school instruction only. It is the sum total of experiences that the child receives inside and outside the school by different persons and through variety of subjects in the laboratory, library, playground and in the home and society.

Therefore, education is one of the most important sub-systems of a society. This sub-system is strategically very important because it generates both finite and infinite power. The quality of power helps in shaking the pattern of society. Where educational institutions turnout capable, intelligent, mentally alert and self-sufficient pupils, society becomes strong and productive.

1.2 Importance of Education

Education and its categories lead people to believe that education is necessary of life, both biologically and socially considered. That is needed for living a better life – a socially desirable life, nobody can deny. It is education which bridges the gulf, the ever
widening gulf between the original nature of the immature child and the standards, customs and exacting demands of society which increase with the growth of civilization. Education renews and rebuilds the social fabric and gives social consciousness.

Education carried out its social function through the school as a special environment. It is through and in the school that the development within the young of the attitudes and dispositions necessary to the continuous and progressive life in a society, takes place.

Education direct, guide and control the not only the educator but the learner also. The child is born with innate impulses and powers which may not agree with the social standards of the group in which he is born. Education helps considerably in the process of growth or development. In reality, education is growth itself. It is life and life is continuous development. It helps the educand to grow through formation of the habits and sentiments which give control to the child over his environment and the native impulses. Education, moreover, creates a desire for continued growth and development and provides means for its realization.

Education prepares the educand for the responsibilities and privileges of adult life. It makes individuals realized their present possibilities and thus makes them better fitted to cope with the difficulties ahead.

1.3 Language

'Language is a steed that carries one into a far country' – says an Arab proverb. (Fromkin, 1986). The world is filled with people speaking different languages. Language skills form an important aspect of the growth and development of any individual. Language functions in a society. Language links people in the society either through the oral form, the aural-oral skills and the written form, reading and writing. If an individual is taken away from the society and is brought up in a forest, there may be physical growth but as there is no language around except for the cries of the animals, he would also utter the cries but not meaningful sounds. Even in the society if the child is nurtured by one who is dumb and communicates with the child through signs, the child will also not be capable of making meaningful sounds. Language develops in the society when it is spoken by people.
Any language is made up of certain elements. Language is a system comprising of the elements like sound system – phonology and structural elements or grammar and lexical elements i.e. vocabulary. Vocabulary development must be seen as an organic part of a language system involving speaking and listening, reading and writing. Student interest and ultimately motivation is a significant and factor governing the success of a vocabulary programme. The early environment plays an important role in the language development, conceptual learning self-image and motivational pattern of the child's intellectual growth.

In several areas one single language is often used as a link language. English has been playing the role of link language in India. It is the language of the source of knowledge. The need and importance of learning the language has been stressed by numerous people. A great Sanskrit scholar, Joshi (1986) on the occasion of his felicitation by the citizens of his town – Wai, dealt about the place of English in the process of acquisition of new knowledge and said that - the source of new knowledge has always been the West and as Indians are more familiar with English language it has been our principle medium for new knowledge.

1.4 Importance of English in Different Spheres

The importance of English as a library language is best described by the Radhakrishnan Commission (1949). The report explains that – English, however, must continue to be studied. It is a language which is rich in literature, humanistic, scientific and technical knowledge. If under sentimental urges English is given up, it would cut ourselves from the living stream of ever growing knowledge'.

The Official Language Commission (1950) appointed by the Government of India, states that – 'since the need for knowledge of English for different purposes, the content and character of that language as well as the method of imparting it have to undergo changes. English has to be taught hereafter, principally as a language of comprehension rather than as literacy language so as to develop in the students learning of it, a faculty for comprehending writings in the English language, more especially those relating to the subject matter of their specialised fields of studies'.
The importance of English can be seen in the following aspects:

i. English as a link language

English is a link language in India. It is the only language which is understood in all the states from Kashmir to Kerala and Assam to Gujarat. Though Hindi is the national language, it has not been successful in taking the place of English. In the absence of English a person from Kerala is not able to communicate with a person from Punjab. English is unifying factor in a multilingual country like India.

ii. English as an International Language

English is rapidly becoming a world language. It is the first language of the UK, the USA, Canada and Australia. In addition, it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese and South Americans as a second language. In short, one person out of every ten in the world is a native speaker of English.

iii. English as a language of administration

English has been the official language of the country for more than 200 years. It has been declared as the Associate Official Language of the Union for an indefinite period by an Act of Parliament in 1963. As such, it dominates the administrative business at the Centre as well as in the States. Most of the administrative work is done in English throughout the country.

iv. English as a language of the court

English is continuous to be the language of the court. So far there has been no other suitable language for legal business, not only at the Supreme Court but also at the High Courts and the District Courts. Cases are presented and judgements given in English in all these courts.

v. English as a language of trade, commerce and industry

English dominates the fields of trade, commerce and industry in the country. Most of the work in these fields is carried out in English. Maintenance of accounts and correspondence is done in English only.
vi. English in social life

English plays no less important role in the social life of the country. The highly educated and sophisticated sections of our society find it more convenient to talk in English. They write letters in English. Even the marriage and invitation cards are mostly printed in English. Most of the educated people put their signatures in English.

vii. English as a library language

As a library language, English serves as a key to the store-house of knowledge not yet available in the Indian languages. In fact, English as an important library language plays a vital role in higher education. Even though several universities have switched over to regional languages as medium of instruction in humanities, they have not extended this step to courses in science, law, medicine, engineering and agriculture. At present English is the medium of instruction in scientific and technical subjects. This very fact speaks of the importance of English as a library language.

viii. English in Education

English plays a still greater role in the field of education. It is taught compulsorily in most of the states in the country. It is the medium of instruction in the public schools, technical, medical, law and other institutions. Many English medium schools are coming up. There seems to be a sudden increase in the demand of such schools. Several state departments of education are attempting now to introduce English medium schools. Several State Departments of Education are attempting now to introduce English from the First class onwards in the child’s education. Several English Language Teaching Centers and Regional institutes of English have been set up in order to train teachers in English in new methods and techniques of teaching English.

On the basis of the above observations, English plays a role of paramount importance in the country’s national life as well as educational system. English was of great importance in the British India. Under the changed circumstances, the importance of English in the country has become less in any way. It is predicted that by the year 2010, a surge in English language learning will include two thirds of the world’s people (National Curriculum Frame Work, 2005, NCERT). It is more today than it used to be in British India. In the past also, it enjoyed a privileged position in our country.
Therefore, it can be safely stated that English has a bright future in India. Generations will come generations will go, but English will live in India. It will continue spreading its splendour like a rising Sun.

1.5 A brief history of English Studies

The history of English in India begins with right from the day of the English men stepped on our soil. The English has influenced in the various spheres of Indian life. First, as trade men and then as rulers of an empire till India got freedom in 1947.

(i) Pre-Independence period of English in India

English was introduced in India almost two centuries ago with the advent of the East India Company and the British. English enjoyed the top-most position in British India. Originally, it played an important role in the trade and commerce of the country. But, gradually, it acquired a very important place in the national life and educational system of the country. In British India, English was the official language of the country as well as the language of the court. It also served as a link language for different states. The British rulers needed more and whiter collared clerks to run the administration of the country and having knowledge English soon become a passport to government jobs and elite society. In the British educational set-up, English was a compulsory subject in schools and colleges. It was also the medium of instruction for some subjects at the school and college and for all subjects at the university level. In fact, English occupied a place of pride in the school and college curriculum. In the British India, English was considered as the first language and mother tongue or regional language was considered as second language.

English, the queen of languages and the medium of instruction was the language of ruling class.

(ii) Post-Independence period of English in India (1947-2000)

In 1947, the Englishmen left India for good. Soon after Independence, English got a serious challenge from some of our people. They advocated that English too should quit India. The question of studying and assigning place to different languages in school curriculum, especially English, became controversial. Our national leaders decided to replace English with Hindi at the national level. After Independence, Maulana Abdul
Kalam Azad took over the education portfolio in the interim government. At a press conference he hinted at the new policy of Government. He said that “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. English has today become one of the major languages of the world and Indians can neglect its study at the risk of loss of themselves”.

To feel the importance of English one of the important steps was taken in Chief Ministers Conference held at New Delhi in 1956 to promote English all over India i.e. Three Language Formula. According to this formula, a child must learn:

i. Regional language or mother-tongue.

ii. National language or any other Indian language in the case of those whose mother tongue is the same as the national language.

iii. English

But the grand reality is far more complicated. Many children, whose mother tongue is not the regional language, can end up learning four languages. Some states teach only the regional languages and English, some other teach a language such as Sanskrit in the place of another Indian language. Also, many private school teach English from class-I and teach all subjects through English. Thus, the three language theory is not being practised uniformly.

According to the modifications by Dr. D.S. Kothari (Indian Education Commission, 1964-66), every student has to study English at one state or the other during his stay at the secondary school. The regional language (L1) is to be taught from class I – X, Hindi (L2) as the second language is to be introduced in class VI and taught compulsory. English as the third language (L3) may be introduced either in class V or class VIII. Thus, the three-language formula offered by the commission is a safeguard to the study of English in a multilingual country like India.

Thus, it is emphasized “English is the means of preventing our isolation from the world and one will act unwisely if one allow ourselves to be enveloped in the folds of a dark curtain of ignorance. A sense of oneness of the world is in the making and control
over a medium of expression which is more widespread and has a larger reach than any of our languages today will be of immense benefit to us” – University Education Commission.

1.5.1 Present Scenario of English in India

The words of Pandit Jawarlal Nehru, “English is our major window on the modern world” are quite apt. English informs us about the advancement taking place throughout the world. It is only through this language that we have ‘distilled essence of modern knowledge in all fields of human activity’. In fact, English is the only window through which one can see the day-to-day progress being made in the scientific, technological, agricultural, cultural, literary, political, social and economic fields. Knowledge of English helps us keep in touch with the world’s ever-increasing explosion of knowledge and technological advancement, which is so important to a developing young nation like India.

In a developing country like India, a constant touch with the outside world is absolutely necessary to bring about the revolutionary changes in the fields of agriculture, medicine, industry, telecommunications, transport and basic research. Without the adequate knowledge of English one cannot train our young engineers, doctors, technocrats and researchers to come to grips with modern technology in their respective fields. One needs it so badly to feed, to clothe and to transport the teeming millions in India. If English is known wonders can be brought of scientific discoveries at our doorsteps. This will help to fight poverty by creating new jobs.

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 is a language which is rich in scientific and technical literature. If under sentimental urges we give up English, we should cut ourselves off from the living stream of ever-growing knowledge in science and technology. English is the only means of preventing our isolation from the world. We will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance.

Pandit Nehru has rightly said that English is our major window on the world. By closing this window one will turn back the clock of modernization. Discarding English will amount to closing a window on the world of technology. One will be taking the so-called bountiful land of ours into the darkness of the middle ages. One will fall back hundred years and will never be able to catch up with the developed world.
For a long time, the language problem has been one of the major issues in this country. It is because of the fact that the states have come into being only on the basis of the language. In all educational institutions, language is given more importance. The institutions of higher learning and the researches prefer English language. It is a fact that learning through mother tongue is easy and quicker. The people have mistaken it and they fail to realize the value of English thinking, hearing through mother tongue is easy to get filled of knowledge. Even graduates find it very difficult to communicate in English with the people who came from other states in India. The real meaning and the objective of education could not serve any purpose.

Hence, one cannot dream of taking India into 21st century without capitalizing on English which is our major window on the modern world. Thus, it is quite imperative that English should be taught in every state so that the students reach the vast store house of learning, in order to be abreast with the latest trends in every branch of knowledge.

1.5.2 Status of English in Andhra Pradesh

In Andhra Pradesh English is considered as a third language. In schools of A.P., it is introduced as a compulsory subject from class III in their primary education. When the children enter into their primary standard there they learn some of the basic skills in their mother tongue. But some students find it very difficult to understand the second language in the formal classroom situations. English is introduced at the age of 8+ and it baffles them in the classroom. Most of the schools at Andhra Pradesh do not have a sufficient number of qualified teachers to teach English especially at primary schools. In A.P., most of the student population is from villages and backward areas and they need some basic facilities and the same trend continues to be in the high schools also. The primary schools are considered to the feeder schools of the nearby middle schools. In almost all the primary schools, English is not given more importance as their other subjects are taught in their mother tongue. The students do not have interest to learn English language in addition to their mother tongue. The teachers also fail to develop the positive attitude towards learning English among the students. The students studying in government elementary schools of Andhra Pradesh either in rural areas or urban areas are the first generation students. Their parents are illiterate or maximum primary classes passed. They belong to the parents having very low socio-economic status. Parents want that their wards must accompany in domestic as well as in the field work. Hence, parent's co-operation is nil in learning English for their child and students do not make efforts for learning.
When the student belongs to the age of 11 to 12, he finds it very difficult to acquire the language without basic skills. He is supposed to know the basic items when he comes to class VI. But the conditions of the present students are not so. The teachers in the high schools cannot go back to the primary level and teach them basic skills of the language to bring them to the main stream of the class. Introducing the rhymes in the kinder garden or at pre-primary levels is to make the children familiar to the speech sound of English language. These things also make them improve their pronunciation skills. By the way of memorizing the rhymes, the students are able to learn the speech sounds of the target language that forms the basic units of all language.

According to the policy adopted by the Government of Andhra Pradesh, English is taught from the 3rd class as a compulsory subject in the public schools. In private institutions the same is taught from 1st class. But the passage of time, situations has completely changed and its importance has been realized. It is also shown in the study made by NCERT (2003) that English is introduced in class I or class III by all the States and Union Territories. Only seven states/union territories introduce it in class IV or class V. But the present status of English language and its increasing necessity made the Government of Andhra Pradesh to re-evaluate the place of English in school curriculum.

To prepare children particularly in rural areas to face and meet the challenges thrown up by the changing environment, English is introduced as a compulsory subject from class III in the government schools. The existing staff would be trained and oriented to shoulder this new responsibility. The endeavour would be to encourage the multi-grade teaching under situations where there is a paucity of teachers. For this the teacher training programme is being organised in the state laying stress on teaching English.

1.6 Vocabulary

Language material consists of words and sentences. Words are to be measured to get good vocabulary. There are over half a million words listed in the Oxford Advanced Learners Dictionary. It is highly difficult for anyone to know or use all these words. So it is stated by the language experts that the student of secondary school level should master about 3000 words with 275 syntactic structures.
Vocabulary learning is one of the important steps in language acquisition. Popular books and academic volumes have proposed a central place for vocabulary in learning language. Psychometric studies suggest that vocabulary is a central factor in reading achievement along with other specific factors such as decoding, comprehension and rate of reading.

Vocabulary plays an important role in communication. Vocabulary is necessary for reading comprehension. Not being able to find the right words is the most frustrating experience. The success of an individual is governed by his vocabulary. In the initial stages of learning a language, one gets acquainted only with words and not sentences.

Words can be defined as verbal labels for concepts that represent concrete things, actions and observable qualities or relations are relatively easy to develop, whereas concepts that represent abstract things, actions, qualities or relations are acquired with more maturity. Abstract language has less access to nonverbal imagery whereas concrete language has direct sensory reference.

**Definitions**

- All the words of a language.
- The sum of words used by, understood by, or at the command of a particular person or group.
- A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.
- A supply of expressive means; a repertoire of communication: *a dancer's vocabulary of movement*.

1.6.1 **Evaluation of Vocabulary Acquisition**

In reviewing the available evidence on developmental changes, Aitchison (1994) concluded that from childhood there is a shift with increasing age from lexical representations that are related to syllabic and/or rhythmic features to word-initial and word-final features, with word-initial features being prominent in adulthood. Existing lexical knowledge and short term memory are both significant in predicting children's learning about the phonological structure of new words.
Research in learning of vocabulary in context, whether related to first language (L1) or to second language (L2), shows that gains are often limited because, firstly, most learners find it difficult to make correct inferences based on context, and secondly, not all natural contexts are equally conducive. In fact, certain contexts do not encourage vocabulary acquisition; and even in favourable environments, it is very difficult for learners to grasp the precise meaning of certain words. Shortcomings in many contexts, coupled with difficulties experienced by most students in using contextual cues approximately to infer or guess at meanings and to retain new words have led a number of researchers in the field of language learning to call for a specific training that would stimulate the development of effective strategies for expanding vocabulary. Such strategies must take facts into account such as:

The extent of first language knowledge which determines one's ability to draw inferences from internal contextual cues with in words themselves and from external cues contained in sentences and texts. In this respect the language maturity of a child is not sufficient to permit inference.

Knowledge of the second or foreign language, which is also important source, the ability to infer depends on being familiar with a minimal number of words.

1.6.2 Previous knowledge which can help Vocabulary Acquisition

Studies have revealed that the ability to infer improves with age and that, since adults have acquire most concepts due to their greater background knowledge, the difficulties they experience tend to be more linguistic than inferential.

Research has also shown, for example, that certain conditions facilitate inference, such as: when the word in question is close to a contextual cue and is used for emphasis such as synonym and when it occurs a number of times and in a variety of context; frequent exposure of the learner to know words for purposes of comprehension and production promotes automatic lexical processing for these words by the learner.

It is known that explicit learning based on definitions and word morphological analysis yields results but progress is slow and occurs only under conditions such as repeated use of words. Therefore though this approach may be effective to some extent it must be coupled with some implicit or contextual learning to achieve rapid vocabulary gains.
Since explicit learning is tedious and time consuming, students must learn substantial number of words on their own, usually through reading and listening to conversations. The results of many studies point to a preference for mixed approaches to vocabulary building.

According to Ellis (1995), recognition and production of words in both, their oral and written forms occur through implicit learning and are a function of frequency and context. Grasping all meanings of a given word requires conscious learning along with more in-depth strategies such as semantic techniques related to explicit learning. In-depth knowledge of a word requires learning of its spelling, pronunciation, syntactic properties and relationships to other words in the semantic network.

1.6.3 Word Familiarity

Readers routinely encounter words that vary widely in familiarity from extremely common function words to words that they have never seen before. Estimates of vocabulary growth suggests that skilled readers 18-25 years old learn more than five new words a day and that most of these words are learned from text without benefit of explicit instruction. There is also a substantial body of evidence demonstrating that readers successfully acquire word meaning from silent reading. This evidence come primarily in the form of performance on vocabulary tests administrated after the reading task is completed.

1.6.4 Vocabulary Acquisition through Context Alone

Learning vocabulary is an important aspect of language development. Vocabulary knowledge is closely linked to reading proficiency, and additionally it leads to greater success in schools.

Several recent studies have found that contextual guessing by second language learners can be very problematic.

For example one problem is that second language learners sometimes misrecognise word forms and this misrecognition results in unsuccessful cases of contextual guessing. If readers think they have successfully identified a word-form, they will naturally access the standard meaning for that form and not necessarily consider the context for confirmation. Therefore word-form identification has an important role even before the contextual guessing starts (Huckin & Haynes, 1993). Second, second language
learners sometimes do not use context clues properly because of their poor vocabulary knowledge. Third, a single context hardly gives enough information for second language reader to guess the full meaning of a word. Fourth, contextual guessing involves non-linguistic background knowledge.

1.6.5 **Home Influences on Vocabulary**

Hart and Risley (1995) report that children whose working class parents interact with them as much as do parents from advantaged families, have vocabulary levels as high as those of children from advantaged families. Children mainly use words parents use with them in conversation and acquire larger vocabulary when their parents use more words.

Beals (1997) and Weizman and Snow (2001) report that using and explaining high level words was strongly associated with the acquisition of larger vocabulary, even among children from disadvantaged families.

1.6.6. **Contribution of Vocabulary Knowledge to Reading Growth and Development**

Word recognition, comprehension and vocabulary are essential components of a balanced reading programme. Estimates of children's vocabulary acquisition indicate that they learn approximately 800 to 900 root words a year through the age of 12 (Biemiller & Slonom, 2001). A substantially higher figure in that children acquire about 10 words per day beginning at 2 years of age and would have about 14000 words by the time they were six years (Clark, 1993). Regardless of accuracy of the estimate of words acquired, the key is that children's acquisition of vocabulary is essential for gains in reading comprehension and reading development. Struggling readers often do not make gains in their reading comprehension because of a limited vocabulary. Enhancing the development and growth of vocabulary of children who are experiencing reading difficulties enables them to better comprehend what they read, make inferences within and between texts they read and increase their abilities to comprehend (Heilman, Blour & Rupley, 2002); Ruddell, 1994).

Vocabulary is partially an outcome of a reader's comprehension capabilities and reading comprehension is partially an outcome of a reader's vocabulary knowledge. Thus reading comprehension and vocabulary share a nurturing relationship, each supporting the growth and development of the other (Readence, Bean and Baldwin, 1998).
Researchers focus on essential features of vocabulary instruction in the effective teaching of reading to struggling readers. They educate the importance of both wide reading and explicit vocabulary instruction. The interwoven themes may be briefed as follows:

▲ Vocabulary is an important relationship between decoding and comprehension. Vocabulary is perceived as words and meanings in the shared experiences of the reader and the author. This relationship increases as reading becomes a primary tool of learning in the middle grades and high school.

▲ A Dual Coding theory of reading provides a variable conceptualization between reading vocabulary and comprehension, and supports effective teaching methods with strong research records.

▲ Effective teaching of vocabulary demands that it be an active process that engages student in learning new words in order to build conceptual representations of vocabulary in multiple contextual situations.

▲ Application of remedial vocabulary instruction requires the linking of instructional strategies to the type of designed learning outcomes and students' learning capabilities (Baker Simmons & Kameenui, 1995).

Researchers focus broadly the following:

▲ Vocabulary knowledge supports the reader's processing of text and interacting with the author, which in turn supports the formation and validation of concepts and new learning.

▲ Vocabulary knowledge is an indicator of student's real and vicarious experiences. Children can neither comprehend nor understand what they read unless they have some knowledge of the concepts represented by the print. Knowing the meaning of words goes beyond simple definitions and getting the gist from the context. Vocabulary instruction is most effective when it is based on the association of children's experiences and concepts with the words they are learning.

▲ Readers' conceptual and experimental backgrounds are key components in vocabulary development. Background experiences enable readers to develop, and refine the concepts that words represent.
A Vocabulary instructions should include explicit instruction, appropriate practice and broad-based opportunities for reading and language development in a variety of texts.

1.6.7 Vocabulary Knowledge and Reading Comprehension

The ability to pronounce the written or printed word is referred to by several related terms such as word recognition, lexical processing, phonological decoding and grapheme-phoneme conversion. Decoding skill, even though essential for successful reading comprehension is not a sufficient condition; numerous skills associated with comprehension component are also important. Usually children who perform poorly on terms of phoneme awareness are poor readers and that training to phoneme awareness improves their reading comprehension.

Vocabulary knowledge is very important for reading comprehension. Vocabulary knowledge is the best predictor of success in listening as well as reading comprehension. Large recognition of vocabulary allows for skillful language use, that in effective reading, which will, in turn, increase vocabulary knowledge because the reader will be able to guess the new vocabulary from context.

According to Nation (1993), if learners know the most frequent 1000 words in English which includes words like “put, end, difficult, come and material”, then they will be able to understand 75% of all the words on a typical page.

As with first language reading, vocabulary knowledge in second language is very important for reading comprehension. There is a strong relationship between vocabulary knowledge and reading skill. Thus, those having more vocabulary knowledge are better able to comprehend.

Coady (1993) claims that there are some 2000 words that account for almost 80% of the running words in an average text and that these words therefore occur frequently enough to justify significant commitments of instructional or learning time.

According to interactive theory of reading both top-down and bottom-up processes occur during fluent reading. In other words “readers do grapho-phonemic processing of word-forms and retrieval of their meaning, as well as inferencing from global and local context”. The important point is that with more fluent readers’ vocabulary processing is automatic, which, in turn, allows for more cognitive processing attention to be given to top-down interpretation.
1.7 Factors Affecting Vocabulary Learning

In view of the importance of the vocabulary in the learning of a language, special attention must be given to this skill. It is worthwhile to look into the factors that influence the development of English Vocabulary.

For the majority of the Indian student who are getting school education in their mother tongue or regional language, the English class in the school is likely to be the only place for listening to the English. Outside the English class the student has contact with the local language. This means the English teacher has an important role to play in the learning of English words. The students depend on the teacher for clear guidance and attractive measures in teaching/learning new vocabulary. In case the English teacher converts the class into a translation class the students would get almost nothing out of it. The more English words the teacher uses the better equipped will the students be. In other words, the more the input from the English teacher, the better may be the output from the student and the more may be the learning.

Next to school, home is the place where the student learns or unlearns what he has learnt. The parents may contribute to the vocabulary acquisition directly or indirectly. If the parents are well educated they may supervise their children’s study also help in solving their problem in meaning, spelling and usage of words that are new and different.

The socio-economic status of the parents may also be a factor which contributes to the student’s vocabulary development. The parents of high and middle socio-economic status can perhaps place before the children, the audio-visual equipment like radio, tape-recorder or a television. Very informally the children may be influenced by the audio-visual equipment and children may pick up English words from the programme that they hear over a radio or television. A parent may provide all varieties of toys — some of which are educative in nature, such as word building in their children’s education and engage tutors for difficult subjects like Mathematics, English and Science. Parents who can afford to pay for their children’s education take better care about their studies.

A child’s own personal characteristics seem to affect his/her learning of English vocabulary. Intelligence may be a major factor in the acquisition of vocabulary. Children of high intelligence have the capacity to learn more. The other personal factor is the
health of the child. A student who is generally in good health will not like to miss the
school and the classes. As the other subjects are in the mother tongue the student does
not find much difficulty in understanding them. English being a difficult subject, as it is a
foreign language, the student finds it difficult to follow the continuation of the lessons
after missing the classes. If there is no one at home to help the student to understand
what has missed because of his absence, the child feels bored due to the inability to
follow.

When a child’s vocabulary is developed in the classroom and the child gets
guidance at home simultaneously in learning English words, the child may use his leisure
time in further developing or expanding vocabulary. Some of the leisure time activities
which may contribute directly or indirectly to the development of the vocabulary of the
pupils are reading English story books, play vocabulary (language games), singing or
listening to English songs, acting in simple English skits or watching them or any such
activities. The student could be a direct participant in the activity or an observer. The
leisure time activities thus, form vicarious experiences through which perhaps they can
build their vocabulary.

The emotional state of the learner may influence the learning. If the learner is
wrapped in fear and anxiety very little learning takes place or sometimes no learning
may take place. The fear or anxiety may be due to their poor achievement in the subject
or inability to follow perhaps due to continuous absence or the teacher’s use of high
language or the strictness of the teacher etc. Whatever may be the reason, it may act as
an obstacle in the learning of the subject i.e. vocabulary.

Some children seem to be frightened of the English period or English teacher.
This fear builds up a negative attitude towards the subject – English. Such children will
face the English period as if it were a big burden and as soon as the class is over they feel
the burden has rolled away and they are relieved of their tension. Such a feeling will
hinder the progress of learning English words. By nature the child may not be timid, but
still inside he may have this fear of the subject which blocks his acquisition of English
vocabulary. Thus, there may a bunch of variables within the individual child and in his
environment which may influence vocabulary acquisition of the child.

When the various factors that contribute to the development of English
vocabulary are known, the child situation can be changed to equip the student with the
tasks to improve his English vocabulary. This child leaves after class X. Before the child
leaves the school, if the child is equipped with the knowledge of various factors and
techniques that would improve his vocabulary, it would be beneficial to the learner. 
Hence, there is a need to study this problem at secondary school stage. As such there is a 
need to know about the effect of the factors viz., socio-economic status, parents' 
education and occupation, study habits, health condition and home influence etc., which 
influence the acquisition of English vocabulary.

1.8 Active and Passive Vocabulary

Learning vocabulary is one of the first steps of learning a second language, yet 
one never reaches the last step of vocabulary acquisition. Whether in one's native 
language or a second language, the acquisition of new vocabulary is a continuous 
process. Many methods can help one acquire new vocabulary.

Initially, in the infancy phase, vocabulary growth requires no effort. Infants hear 
words and mimic them, eventually associating them with objects and actions. This is the 
listening vocabulary. The speaking vocabulary follows, as a child's thoughts become 
more reliant on its ability to express itself without gestures and mere sounds. Once the 
reading and writing vocabularies are attained – through questions and education – the 
anomalies and irregularities of language can be discovered.

i. Listening vocabulary: - A person's listening vocabulary is all the words he or 
she can recognize when listening to speech. This vocabulary is aided in size by 
context and tone of voice.

ii. Speaking vocabulary: - A person's speaking vocabulary is all the words he or 
she can use in speech. Due to the spontaneous nature of the speaking vocabulary, 
words are often misused. This misuse – though slight and unintentional – may be 
compensated by facial expressions, tone of voice, or hand gesture/s.

iii. Reading vocabulary: - A person's Reading vocabulary is all the words he or she 
can recognize when reading. This is the largest type of vocabulary simply 
because it includes the other three.

iv. Writing vocabulary: - A person's writing vocabulary is all the words he or she 
can employ in writing. Contrary to the previous two vocabulary types, the writing 
vocabulary is stimulated by its user.
Even if students learn a word, it takes a lot of practice and context connections for students to learn it well. A rough grouping of words students understand when one they hear them encompasses our **passive** vocabulary, whereas our **active** vocabulary is made up of words that come to our mind immediately when they have to use them in a sentence, as one speaks. In this case, one has to come up with a word in the timeframe of milliseconds, so one has to know it well, often in combinations with other words in phrases, where it is commonly used.

Active or productive vocabulary is what one can use and a passive or receptive vocabulary is what one can recognize. The passive vocabulary is larger than the active and **the dividing line between the two is impossible to establish.**

Many advanced English learners have a large "passive vocabulary", but they worry about the size of their "active vocabulary". They can understand many difficult English words when reading or listening, but they don't use most of them when speaking or writing in English. They feel this is a problem. They would like to use all the difficult words that they know.

People understand many more words than they use in their own conversations. One's passive vocabulary is much larger than one's active vocabulary. The total number of words actively used in one's whole life is much smaller than the total number of words understood in one's whole life.

### 1.8.1 Distinction between Active and Passive Vocabulary

A distinction is frequently made between 'active' and 'passive' vocabulary. The former refers to vocabulary that students have been taught or learnt - and which they are expected to be able to use - whilst the latter refers to words which the students will recognise when they meet them but which they will probably not be able to produce.

A **passive vocabulary** . . . includes the words stored in verbal memory that people partially 'understand,' but not well enough for active use. These are words that people meet less often and they may be low frequency words in the language as a whole. In other words, activating them takes longer and it demands greater stimulus than most textual contexts provide.
This distinction becomes a bit blurred, however, when it is considered what 'knowing a word' means and the way students seem to acquire their store of words. It is true that students 'know' some words better than others, but it has not been demonstrated that these are necessarily the words which teachers have taught them, especially at higher levels. They might be words that are often used in the classroom or words that have appeared in the reading texts which students have been 'exposed to. If we have any belief in language acquisition theories it is clear that many words which students know do come through that route rather than through learning. Other words may be those that students have looked up because they wanted to use them.

At beginner and elementary levels it certainly seems a good idea to provide sets or vocabulary which students can learn. Most of these early words will be constantly practiced and so can be considered as 'active'. But at intermediate levels and above the situation is rather more complicated. It can assumed that students have a store of words but it would be difficult to say which are active and which are passive. A word that has been 'active' through constant use may slip back into the passive store if it is not used. A word that students have in their passive store may suddenly become active if the situation or the context provokes its use. In other words, the status of a vocabulary item does not seem to be a permanent state of affairs.

In first grade, an advantaged student (i.e. a literate student) knows about twice as many words as a disadvantaged student. Generally, this gap does not tighten. This translates into a wide range of vocabulary size by age five or six, at which time an English-speaking child will know about 2,500–5,000 words. An average student learns some 3,000 words per year, or approximately eight words per day.

After leaving school, vocabulary growth reaches a plateau. People may then expand their vocabularies by engaging in activities such as reading, playing word games, and participating in vocabulary programs.

1.9 Need for the Study

Development of the vocabulary is one of the pre-requisites for learning any language. Especially in the case of a foreign language vocabulary assumes greater importance. As it has been discussed earlier different ways and means are to be used in the Indian schools for the development of language skills, viz., L S R W (listening
comprehension, speaking ability, reading comprehension and writing ability). Vocabulary acquisition forms a basic requirement for the development of the above skills.

Some outstanding studies conducted by Dave (1958), Hetzitheologou (1997), Bornstein et al. (1998), Trancy et al. (2000), Juel, Connie et al. (2003) and Smitha Sinha (2006) have focused their attention mainly on demographic factors related to vocabulary acquisition. The emphasis in these studies was on the variables such as age, family size, gender, and social competence, and parental involvement, income of the family and effects of mother tongue on vocabulary acquisition by the children.


Koteswara (1997), Al-Khataybeh et al. (2000), Bosacki et al. (2000), Bauer et al. (2002) and Ananthasayanam et al. (2005) studied the relationship between vocabulary and personality factors of the individuals.

An analysis into the above research studies in this area may help the investigator to understand more clearly the present status of English in school education. Though there are considerable number of studies related to demographic factors, study habits, self-concepts and personal factors at different grade levels, very few studies were found particularly at high school level where students are studying English purely as a foreign language in other than English medium schools.

However, the area of research for the present study is to study the English vocabulary acquisition of students of secondary schools and the means and methods in relation to different independent variables which may influence the acquisition of vocabulary. The present investigation tried to explore the relationships between vocabulary and demographic factors, study habits, self-concepts and personal factors on one hand and the influence of personality characteristics on the other. There is no research study on the vocabulary of high school students in English in relation to multilevel combinations of the different types of variables. Hence there is a need of an investigation to study the influences of psycho-sociological factors on vocabulary acquisition of secondary school students. It is hoped that the study would throw light on
the influence of different variables involved in the acquisition of English vocabulary by the secondary school students. It is also believed that this type of study may help teacher of English to bring appropriate changes in their classroom practices of teaching English.

Therefore the main objective of the study is to predict multiple effect of the independent factors on vocabulary high school students studying in Telugu medium schools and further to suggest suitable regression equations to predict the vocabulary the students who are going to leave the secondary schools.

1.10 Resume of Succeeding Chapters

Chapter – II - presents the review of related literature.

Chapter – III - deals with the present study i.e. statement of the problem, objectives of the study, hypotheses, variables studied and limitations of the study.

Chapter – IV - deals with the methods and tools employed in the investigation for data collection, sample selected and the statistical techniques used in the analysis of the data.

Chapter – V - deals with analysis and interpretation of the data.

Chapter – VI - deals with summary of the entire investigation, major findings and conclusion, educational implications, recommendations and suggestions for further research.