CHAPTER I

INTRODUCTION

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1.0 INTRODUCTION

Education system plays an important role in providing equality of access to quality education and opportunity (NCERT, 2000). The education system, built on a strong foundation, strives to meet the requirements of learners irrespective of their social, cultural, and economical context. However, educational inequity prevails at all levels of education and it remains a crucial problem. Provision of instruction that would suit the individual differences is a challenging task, and it becomes much more complex in the process of language learning.

Language is the chief means by which human personality expresses itself and fulfills its social interaction with other people, and hence essential for survival and development as human beings. With the increasing population and rapid development of science and technology, people of various culture and nationalities now meet, interact, and socialize to achieve common goals. To sustain this constant contact and achieve the goals, the need for a common language in a diverse society has become necessary. English being the most common link language, the teaching of English has taken on a special significance.

Language, being a skills subject, needs much more attention in the teaching learning process. Most often, the verbal responses, language patterns and behaviors of the poor learners are considered inadequate and inappropriate and are referred to as learning disabilities. Such disorders and differences in language acquisition are observed in learners at all levels. Differential language skills affect academic progress. Hence, effective language instruction should incorporate aspects of diversity, pedagogy, skill and knowledge of strategies, assessment and diagnosis.
Equality in education, therefore, demands personalized instruction, and a careful study of the individual aptitudes to understand the learner profile or characteristics might be appropriate and helpful in deciding the remedial measures in education to suit the needs of the deprived and the disadvantaged (NCERT, 2000).

1.1 LANGUAGE, CULTURE AND SOCIETY

Language and culture are so closely related that cultural background of the learners should be considered while teaching and learning a language. A group of self-sustaining people with a definite location and a long duration forms a society. These people share a way of life. Culture refers to the common history and a set of relatively common behaviors and communication patterns that the people of a society share and language is the cultural product of society.

The two parallel and interlinked processes involved in the growth and development of the child are physiological growth or maturation and the psychological growth, an important aspect of social development. The social development refers to the process whereby a child becomes an independent and active member of his/her society. This process of psychological and social development of the child is called socialization. An individual’s personality and behavioral patterns are largely determined by the unique environment provided by the social system of the family and culture. Culture, therefore, functions as an environment which provides the opportunity and support for acquiring the values and behaviors of the society through adults.

India being a multicultural and multilingual country, children from different socio-cultural contexts enter the educational institutions. The different cultural patterns and value system of these children are reflected and reinforced in their living and learning styles and speech and language patterns. The language thus developed is not just a means for communication but reveals the
nature of communication. Therefore, the culture and language used in a society are inseparable. The tendency to superimpose his speech patterns on the new culture’s language causes a cultural accent. The environment influences the language use and the language which a child develops at home and neighborhood becomes the first language, and while studying a second language, the learner’s home language influences his second language use.

The language and culture of the community in which socialization takes place influence the social nature and identity of the individual in many aspects. Since language mediates between man and environment, language learning is considered as a social activity and a language learner should be viewed not only as a cognitive entity but also as a social being functioning in a multilingual environment.

Indian society is known for its heterogeneity in social structures and this pluralistic nature of our society needs to be reflected in the pedagogical approaches followed in different contexts. Meaningful and relevant language education should be culture specific.

1.2 LANGUAGE EDUCATION POLICY IN INDIAN EDUCATIONAL SYSTEM

The objectives of language education are to encourage independent thinking, free and effective expression of opinions and logical presentation of the present and the past events (NCERT, 2000).

Language learning at primary level is the basis for learning other subject areas. It is also essential for a child’s emotional, cognitive and social development. Language deficiency that occurs at this early stage would lead to learning difficulties at a later stage. In view of this, language instruction has greater potential in the educational system, as proficiency in language would help the learners acquire knowledge effectively. However, despite the importance of language education, the efforts taken to improve it are not
promising because of ineffective implementation of the language policies and the emphasis laid only on learning core subjects.

The three-language formula was formulated and implemented (1964-66) in India to satisfy all sections of the population. According to this national language policy, the learning of three languages – a regional language, English and Hindi – was proposed. The first language had to be the mother tongue or the regional languages to be taught from class I to X. The second language can be either Hindi or English to be taught from class V to X. The third language, to be learnt compulsorily from class VIII to X, will be English or a modern Indian language not studied as the second language and in non-Hindi state will be English or a modern Indian language not studied as the second language (NCERT, 2000). This system had to be followed up to the secondary stage. In situations where the children’s home language is different from school language or the regional language, regional language can be followed as the medium of instruction. The three-language formula, however, has not been uniformly implemented. Moreover because of socio-economic changes, the difference between the second and third languages declined. However, English is taught as the main second language in all states but the states and schools differ from one another at the level of introduction of English language teaching. In some convent or public schools, English is the medium of instruction from the earliest stages, whereas in Government schools, students begin to learn English at class IV or V or even later. Because of these two extremes, the standard of English teaching seems to have declined.

In India, at present, English is widely taught as a second language, practically at all levels of education and it is also the language of instruction or lingua franca among speakers of widely diverse languages. The need for effective communication and language skills in English has been focused, as the process of globalization demands a link language for the dissemination of knowledge throughout the world. English language teaching in higher
education provides a basis for national unity and also opportunities for a better and meaningful life. Communication skills being the ultimate goal of language education at higher level, language has to be taught as a functional language rather than as a literary language.

1.3 LANGUAGE ACQUISITION – CONCEPTS AND PROCESSES

Acquisition of a language refers to the unconscious internalization of knowledge. A natural assimilation of language rules through using language in natural communicative situations enables a learner to acquire a language. The language use in natural contexts allows him to acquire a language without much effort. Language learning, on the other hand, refers to the conscious process of studying language rules in a formal situation and the learner learns about a language. A child acquires his / her mother tongue, but learns a second language. A second language can also be acquired by understanding the process of acquisition and using them in teaching situations.

The objective of teaching is to facilitate learning. To know how a learner learns, an understanding of the processes of learning is essential. Psychology attempts to explain the mental processes involved in learning and provides a deep understanding of human behavior. Language reflects human behavior and linguistics deals with the study of language. Psychology combined with linguistics explains the process of language acquisition.

The major learning theories that have an impact on teaching methodology are the behaviorist, the cognitivist and the developmental interactionist. The behaviorists viewed that learning is basically a process of conditioning. Their ideas about language learning are based on a theory of learning in which the role of environment, both verbal and nonverbal, is focused. Learning is considered as an orderly and predictable series of observable patterns with habit formation being its key concept. The learner is
led through a series of stimulus-response situations which enables him to achieve the goal.

The stimulus-response theory identifies two major classifications of learning – classical conditioning and operant conditioning. The principle of conditioned response, formulated by the Russian psychologist Pavlov (1927), is that a response is learned through the formation of a chain of associations. Repetition is focused by reinforcing the bond between the stimuli.

Operant conditioning, proposed by American psychologist Skinner (1957), refers to two kinds of response - elicited and emitted. It is a type of conditioning in which an organism produces an action which achieves an outcome and this action is called operant. It is like when a child learns a language, it produces an utterance and receives a word of praise. A favorable outcome is likely to occur again, and therefore is reinforced.

The implications of behaviorism on learning a language are reflected in the three laws. The law of effect focuses the reward to elicit behavior, the law of exercise stresses the repetition and the law of readiness emphasizes the role of motivation. According to behaviorists, language learning process is one which should provide the student with sufficient practice to acquire the language responses. Therefore, frequency of the utterances, imitation of the language used in their environment, and reinforcement are necessary for verbal learning.

The cognitivists believed that a learner plays an active role in the process of learning. Learning is viewed as the acquisition and storage of knowledge and the innate ability of human beings to learn a language has to be considered. Chomsky (1959) claimed that every normal human being had a language acquisition device (LAD). Behaviorist psychologists focus the individual’s response, while cognitive psychologists emphasize the mental processes underlying that response. Basic knowledge about the nature and structure of language is necessary.
The developmental interaction approach, formulated by Piaget (1952), deals with the developmental sequence of stages of cognitive development. The different stages include the sensorimotor, the pre-operational, concrete operational and formal operational stages. These theorists believe that social, linguistic, maturational, biological and cognitive factors affect the course of development and they interact with one another. The complex structures of language emerge as a result of interaction between the child’s cognitive level and the environment. The objectives of the developmental interactionists are to identify the sequences of cognitive maturation and to relate them to language acquisition.

The theories of language acquisition have direct relevance to developing language teaching methods and materials. Real language acquisition develops slowly with favorable conditions. Providing comprehensible input is essential to acquiring a language (Krashen, 1981). Students acquire language when they use it for real purposes focusing the functional aspects of language. Affective variables such as motivation, self-confidence and anxiety also affect language acquisition.

Hence, the teaching methods that generally provide relevant instruction in low anxiety situations building up the self-confidence of learners are preferred. If the goal is to help learners acquire an adequate control of the language, the focus must be more on learners and the methodology should be eclectic so that the learner will be encouraged and motivated to use his innate process of language acquisition.

1.4 LANGUAGE LEARNING

Learning is defined as the acquisition of new behavior patterns or the change in behavior either by strengthening or weakening of old behavior patterns as a result of practice or training (Smith, 1954). Learning, from the behaviorist point of view, is accomplished by doing something or by
experience. It demands some interaction of the organism and its environment. The field theorists, on the other hand, emphasize that learning is guided by mental or cognitive processes.

Language development in the child is concurrent with biological maturation in early childhood, and the early language development is activated by the stimuli it receives in the form of linguistic data from its mother and members of the family. The child has the innate ability to learn whatever language it encounters, either mother tongue or the first language, and is able to extract from the speech he hears, a set of construction rules which are abstract though he does not know them in explicit form. The intelligence level of a child depends on the process of maturation of an infant's brain. This process of lateralization begins around the age of four to six months, during which period, the child starts to produce sounds and babble a few syllables. Around 12 to 18 months, he starts uttering one word and learns mostly the content words. In the two-word stage, around 18-20 months, he begins to use words and phrases and learns the meaning from the context. At the age of two, he uses content words to convey the message which is similar to the messages sent through telegram. From the telegraphic stage he reaches the morphemic stage at the age of three and starts to use inflectional morphemes in his speech. The child's language acquisition skill is, thus, active up to 12 years and the parents do not try to teach the formulation of rules.

The process of learning the first language, therefore, occurs quite naturally and the child learns it quite effectively without much conscious planning and teaching involved in it. The first language acquisition process is facilitated by the opportunity and support provided by the members of the family and society at large. The naturally occurring activities form the most common informal context for human learning. The need to use language for social activity motivates the young children to learn to speak the language or languages used in their homes and local communities effortlessly when they are
exposed to a great deal of informal learning. Language when learnt informally, the conscious attention to learning the rules of language is not stressed but achieving communicative use of language is focused. The learning of first language involves the total process of socialization beginning from the age of four to six months and continuing till the age of nine, a duration when lateralization process facilitates language learning.

Formal language learning refers to a more planned and organized language instruction associated with schooling. Schools and colleges represent a very highly structured formal context for learning. Since formal education is also spread over many years, it is considered as part of the broader process of socialization. However, the informal nature of social activities differs from the organized and consciously implemented activities of schooling. The responsibility and the seriousness of the learning experience that the learners encounter in formal context provides him a different environment. Therefore, the process of learning a second language is different from that of the first language learning. In learning a second language, the learner makes a tremendous contribution in the process.

The child is a beginner in terms of language habits and cognitive development, whereas the second language learner already possesses a native language and a set of habits. Moreover, an individual's personality and behavior patterns are unique and he views language learning from a unique perspective. Learning a second language, particularly English, involves complex cognitive processes ranging from the acquisition of simple automatic skills to an understanding of abstract conceptual and esthetic meaning.

Learning a second language is defined as acquiring the ability to use its structure within a general vocabulary under conditions of normal communication among native speakers at conversational speed (Lado, 1977). The ability to use the units and patterns of expression, the content and to understand their association for use in the proper context is essential.
However, learning these three elements proceeds at different levels in different learners.

Effective use of language requires not only the grammatical knowledge of that language but also a few more skills which Miller (1964) organized on six distinguishable levels. The ability to hear the acoustic signals and to acquire the phonological, syntactic and lexical information to interpret the message are the first four levels. The learner should also possess conceptual knowledge of the world he lives in and a system of beliefs to evaluate the messages he receives in a particular context.

While learning the first language is necessary and inevitable for socialization, second language is learnt for a number of reasons and with varying degrees of motivation. English as a second language is introduced in vernacular medium schools in class V or VI and in some schools from the earliest stages. Most often learning English becomes difficult for the learners in India because of the dissimilarities between English and their mother tongue. In addition to this, several learner characteristics influence the learning process. The objective of teaching a language in a formal situation is to develop the ability of the learners to use language with an unconscious application of the rules and to pay attention to the ideas to be communicated.

1.5 PREDICTORS OF LANGUAGE ACQUISITION

The crucial factor in the language learning process is the learner and an understanding of the learner factors, which have been proposed as significant predictors of language acquisition, is necessary. The fact that human beings can learn the languages commonly spoken in the community in which they live proves that human beings have the potential to learn languages.

The complexities involved in the process of second language acquisition can be realized by studying the variables that affect the learning process. An understanding of their abilities, learning style, degree of intelligence, aptitude
for language learning, attitude and motivation is required to impart effective
language instruction.

Initial language acquisition relies mainly on neurological development. In addition, children with their unselfconscious nature and positive advantages of communication environment learn rapidly. A learner develops knowledge, attitudes and interests as a result of his exposure to the environment and this enables him to possess readiness skills to learn in new areas. Background knowledge and past experience are two prerequisites for developing language.

The learner’s contact with the real and meaningful use of language provides a valuable opportunity for learning. In the case of language acquisition in formal contexts such as a classroom setting, the environment does not provide favorable condition for learning. The exposure to language is for a limited period, too often focusing the syllabus requirements and grades. The formal context influences a learner’s attitude and motivation which may affect his level of effort. Opportunity and motivation work together to affect language acquisition. Further, the degree of variation in the levels of proficiency attained by learners in the first and second – language acquisition may also be due to the learner characteristics such as age, intelligence, aptitude, motivation, attitude, personality and cognitive style.

The relationship between chronological age and language learning has been proved by some psychologists and linguists. Children are believed to be better learners of language than adults. Lennberg (1967) suggested that lateralization made the brain functions specialized in the early years. The adult’s abstract mode of thinking interfered with the natural language learning. Moreover, they do not have the adequate motivation and positive attitude towards the target language and culture. However, research has also proved success among adult learners in learning foreign languages. Age is not as important as the different interactions that learners of different ages have with other people (Cook, 1991).
Intelligence refers to the ability to understand, to learn and think quickly. The abilities include verbal, reasoning and concept formation. Most of the intelligence tests are useful in measuring the mental ability of an individual or a group. Though some of the studies indicated the positive relationship between intelligence and success in a foreign language, the test scores are not usually treated as sure predictors of success in a language. However, using an intelligence test has been a regular practice to test the relationship between the students' reading potential and achievement.

Language aptitude refers to a number of abilities such as the ability to recognize the grammatical function of words in sentences, the ability to recognize sound patterns in a new language, and the ability to infer language rules. Studies of language aptitude by Carroll (1962, 1967) and by (Pimsleur 1962, 1963, 1966) tried to isolate abilities which are predictive of success in learning. Though in all these studies, the correlation of measured aptitude and success in language learning had been low, aptitude can be measured to assess learners' language ability and this information would help modify the teaching materials and stream students into different groups.

Attitude is another factor which leads to variation in the level of achievement. In a language learning situation, there are a number of people whose attitudes to each other can be significant. Parents' attitude towards language education plays an important role in providing favorable home environment and motivating their wards to acquire the language. The attitude of the learner to the language and to its speakers influences his achievement level and also helps in enhancing his motivation to learn. The learner's attitudes to self which include self-esteem, self-confidence and self-perceptions regarding his ability to learn, affect his performance. Learner's attitudes towards the teacher, peer group and the classroom environment would also create positive and negative experiences. A learner's positive experiences facilitate his language development, while his negative experiences create in
him a feeling of alienation resulting in negative attitude towards language education. It has been proved that the learners who have more exposure to the target language have more favorable attitudes towards it.

Personality dispositions are related to language-learning efficiency. Personality characteristics such as extroversion, self-esteem and tolerance for ambiguity influence language acquisition. Learners with high self esteem feel confident and view themselves as capable learners and accept classroom tasks with much willingness. In all language learning situations, students need to be motivated to learn and a need for esteem is very important. Reinforcers such as good marks and praise from teachers and peer group increase learners’ esteem. Well-planned and properly organized classroom activities motivate the learners with high esteem and they feel a sense of achievement and recognition, while low esteem students feel unfair, unpleasant and unsatisfactory with environmental factors. Learning varies between individuals because of the differences between personalities. The personality traits of a learner allow him to react in a particular way to a learning task. The extroverts and introverts will react differently to verbal activities and instructional methods. An extrovert is always enthusiastic and outspoken, while an introvert is shy and retiring. The effect of extroversion and introversion will have its implication on the learning process.

Ability devoid of motivation would lead to academic failure. High motivation increases learning. Motivation in a language learning context refers to the extent to which the individual works or strives to learn the language because of a desire and the satisfaction he gains from it. It has also been stated that success in foreign or second language learning is likely to be less if the learner is oriented more towards instrumental motivation rather than integrative motivation (Gardner & Lambert, 1959, 1972). Integrative motivation is essential to achieve successful mastery of higher levels of language
proficiency, while the objective of instrumental motivation is to obtain academic achievement.

Cognitive style refers to the preference for a certain kind of information and particular ways of processing it. In the language learning process, which is greatly influenced by affective factors, cognitive style contributes a number of variables. A reflective cognitive style emerges out of a reflective personality. The learners reflect and consider various possibilities before taking a decision. An impulsive cognitive style arises out of an impulsive emotional state. The impulsive learners are relatively quick in taking decisions. Generally, learners who are reflective are slower and more accurate, and tend to make fewer errors in reading than impulsive learners.

Field – independence and field – dependence, dimensions of difference among individuals, are related to their way of perceiving and responding to situation. The studies on field-independence- dependence have shown that it is relatively a stable trait and that field independence increases as a child matures to adulthood. Field-independent learners are more independent, competitive, and self-confident, whereas field-dependent learners are more socialized, empathic and perceptive of feelings and thoughts of others. The field-dependent learner by virtue of his empathy and sociability is successful in learning a second language. However, some studies have also proved positive correlation between field-independence and success in language classroom. It is felt that difference in the cognitive style of a learner may make a significant difference in success in second language learning (Safaya, 2002).

1.6 ROLE OF HOME AND EDUCATIONAL INSTITUTIONS IN LANGUAGE ACQUISITION

Family and school are the two main social environments in which a child grows. The learners are always in harmony with their environment. These
social environmental factors determine the individual’s socio-psychological perspective, and hence cannot be overlooked.

Language emanates as a function of the intermix between psycholinguistic and sociolinguistic experiences. Psycholinguistic factors are those that are biologically inherited and children at a certain level acquire the deep structures of language. The socio-cultural experiences of the children enable them to acquire the surface structures differentially according to their social classes and cultures. Linguistic information, obtained from parents, family members or day care personnel who may be socio-linguistically different, would have an effect on their language acquisition. A child’s early language development is affected by the verbal interactions he has with different people at home.

The social aspects of language acquisition culminate in the differences in language development and use among the learners from different social classes. Bernstein’s (1961) basic hypothesis is that the language heard and spoken by children from lower-working class homes is different in content from that of the language substance used by children from a middle-class home background. The social interaction that the middle-class children have at home help them develop extensive vocabulary (elaborate code), while the working class children deprived of this opportunity for learning have learning difficulty in formal situations. Such a low level linguistic ability (restricted code) would also have an impact on problem solving, attitude to learning and abstract thinking.

The language patterns and other cultural styles that differ significantly from those used by members of dominant culture often lead to dialectal and attitudinal differences which result in low academic achievement in the classroom and low scores on intelligence tests. (Adler, 1993)

Socio-economic factors are usually closely related to language development. Economic independence at home leads to equality of family
members, need for formal education, and better home environment. Educational level of parents and their occupation contribute a supportive home environment and thus influence children’s aspirations and attitudes. Apart from financial assistance, opportunity for learning and verbal interaction and parents’ expectations regarding the child’s intellectual development are some of the distinct advantages enjoyed by the middle class children. Children from low economic status who are deprived of these facilities are unable to develop their natural talents. In general, home environment of the advanced communities allows the children to opt for good education, whereas the backward communities do not realize the importance of education.

Parental care, encouragement, attitude towards children and their education, and provision of adequate stimulating reading materials would develop prerequisite readiness skills in children. The absence of such facilities would contribute to academic delay. These factors influence the social context learning in the family. Social learning experiences in the family differ from one another according to the individual’s home status and this experience is only a part of social development and the learner is further influenced by the institutional factors.

Educational institutions play an important role in providing social learning outside home. In educational institutions in India, though the standard of achievement attained by some students is excellent, most often the system discourages the poor learners. The language syllabi and methodology followed at lower levels are of great importance as they would help overcome the defects in the learning process at later levels.

In a language class, the individual differences are much more evident than in the other subject classes. Factors such as the syllabus, the text book, teaching methodology and practices, class size, evaluation pattern and class room climate further reinforce the divergence between the gifted and the slow learner.
Inadequate language practices, poor instructional programming, disorganized presentation of units, low expectations for educational success of disabled children and children with behavior problems contribute to learning difficulties. In addition, at tertiary level, rural students from Tamil (Regional Language) medium schools find it difficult to cope with their peers who have come from well-equipped English medium schools. This leads to low esteem and high anxiety. Further, the competitive atmosphere and high stress may discourage the shy, slow or introverted learners. The teachers also favor the most gifted ones. The interactive classes at this level quite often motivate the gifted learners while the poor learners steadily fall further and gradually lose interest.

The language conflicts and attitudinal barriers that exist between learners and their teachers may also cause poor reading performance. Teacher behaviors such as insensitivity to individuality, inappropriate and inconsistent disciplinary practices, lack of reward and encouragement for the poor learners, over correcting them and their negligent attitude towards the slow learners contribute to academic failure.

Schools are primarily verbal environments. A safe and supportive classroom climate will motivate the students to learn effectively, especially to use language for practical competence. The absence of stimulating language activities and experiences will make the learners passive and inactive. Active participation and interaction in a natural way would help students acquire language. The emotional climate of the classroom should be conducive to the learners to use language without any inhibition and to feel respected and valued equally and not to feel rejected and humiliated.

The student and school are closely related to the socio-cultural context. Education as a social process should consider the home and school environmental factors. Since schools vary tremendously from one another,
school experience, peer group experience or other social influences are responsible for the success or failure in learning process.

1.7 PSYCHOLOGICAL ASPECTS AFFECTING LANGUAGE ACQUISITION

Acquisition of language skills is closely related to child development. A learner's biological and environmental factors mould his intellectual development. The level of attainment depends on how the learner uses his genetic potential and environment. However, if the child's environment or experience is defective or improper, it would lead to emotional or behavioral problems. These problems would result in negative behaviors, and such social and emotional development of an individual influences his learning process. Emotional problems, intelligence and self-concept are highly interrelated and affect reading ability (Robinson, 1946).

The causal factors of learning disability may be biological or social. Biological factors such as brain injury or dysfunction may cause perceptual, cognitive and attention problems which are closely linked with achievement in language skills. Factors such as unstable, abusive or psychologically stressful home life at an early stage, lack of sensory, linguistic, and cognitive stimulation activities and interactive environment may hamper intellectual learning and behavioral development. The emotional state of the learner may influence his perception and meanings. Children with mild learning and emotional disorders show lack of self-esteem, feeling of insecurity, frustration to tolerance and impulsive behavior. These factors are likely to cause reading disability in a formal context and a poor reader develops anxiety and therefore dislike for reading which causes reading failure. Classroom language practices to develop the basic skills demand prerequisite readiness skills. Insufficient development of such skills at the early stage due to emotional and behavioral problems would lead to disparities in academic achievement.
1.8 SUMMARY

Language instruction and practices for developing the basic language skills-listening, speaking, reading, and writing-should be related to their uses in everyday life, not merely within schooling. Providing adequate inputs for developing these receptive and productive skills is essential. In addition to receiving the right kind of input, students should have their affective variables controlled. Learners' readiness skills include their past knowledge, aptitudes, attitudes and interests which have a certain impact on their learning. Though human beings have rich resource and potential to learn a language, language abilities proceed at different rates for different learners on account of their social, cultural, economical, educational background and contextual variables. The disparities are also related to different capacities which depend on individual's genetic potential and total past experience.

New entrants at each level-primary, secondary and higher secondary-begin English language learning with diverse experience of literacy in the first or other language. Some learners will be highly literate in a first language, while the others who have learnt in English medium will be highly proficient in English, and hence his rich language experience enables him to acquire knowledge with ease as well as enhance his communicative ability at tertiary levels. Besides this factor, the background experience, both family and educational institutions, and the psychological factors would affect academic progress. Most often, sociological and psychological problems leading to learning disorders and differential success may not be apparent at the entry level. Identifying the variables that affect the language skills has become significant in the field of learning disability.