Chapter 1

INTRODUCTION

When people of different backgrounds meet, they need to communicate using a particular language as a lingua franca; English is now a world lingua franca. Nowadays, English is used by people in almost every part of the world. What is interesting is how English has become so widely spread.

About fifty years ago the notion of English as a true global language was merely a theoretical prediction which is till diffuse and vague. However, realities have created it as a real world language at the present time. People in every part of the world feel its urgent role in their life: for academic purposes, for business goals and for other purposes. English is spoken by people. Indeed, English is now a world language.

ENGLISH AS A GLOBAL LANGUAGE

English as a world language is not merely an international language. The notion of international language can be understood as a language which is used in any international communication which involves people from two or more countries. Japanese is an international language, but it is not a global language. Japanese is often used by people who communicate with Japanese people, usually in the area in which Japanese people, tradition, political power and/or business are dominant. Japanese, however, is not used in a great number of other contexts. The same thing applies to Arabic. As an international language, Arabic is not only used in the
area in which Arab people are dominant, but is also employed when people communicate with Arabs in other places. However, Arabic is not used when there is no connection with Arabs. This is different from the fact of English as a global language. English is not only used when people communicate with English speakers. English is used by people of different first languages. It is not only applied when people speak to English people, but also used when people from different nations meet. English is the most widely spoken language in very different contexts in the world. Therefore, English is not only an international language, but also a global language.

English became the official and academic language of India by the early twentieth century. The rising of the nationalist movement in the 1920’s brought some anti-English sentiment with it even though the movement itself used English as the medium (Baldridge, 2002).

**English in Modern India**

India gained Independence in 1947 and in 1950 India became a federal republic within the Commonwealth of Nations, and Hindi was declared the first national language. English, it was stated, “would continue to be used for all official purposes until 1965”. In 1967, however, by the terms of the English language Amendment Bill, English was proclaimed “an alternative official or associate language with Hindi until such time as all non-Hindi states had agreed to its being dropped” (The Encyclopedia Britannica, 2006).
As of the present, “English is recognized as an associate official language by the Government of India and is recognized as the official language in four states: Manipur, Meghalaya, Nagaland, Tripura and in the Union Territories: Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep, Pondicherry, National Capital Territory and Delhi (Language of India, 2006)

**English-the Preferred Language of the Masses**

“A decade ago, the United States of America was the country with the largest English speaking population. Today with at least 36 crore Indians, have the ability to carry on conversation in English”. India has taken over that status (Crystal, 1995). As per the Central Intelligence Agency, (CIA) report in July 2005, the population of India passed above 108 crores (The CIA World Factbook, 2006) with roughly a third of its population possessing English language capability, India has more people speaking the language than the United States of America, the United Kingdom, Australia and New Zealand combined” (Manivannan, 2007).

And these numbers are growing at a galloping pace.

Das (2005), in The Position Paper of National Focus Group on Teaching of English, NCERT, New Delhi, (2006) explaining his reason writes, “because English is perceived to open up opportunities”.

The National Curriculum Framework (2005) elucidates: “English is in India today a symbol of people’s aspirations for quality in education and a fuller participation in national and international life... the current status of English stems from its overwhelming
presence on the world stage and the reflection of this in the national arena.”... (And). “The visible impact of this presence of English is that it is today being demanded by everyone.”

As far back as 1986, Kachru noted, “the power bases of English in India have to be seen in both material and psychological terms”. English is the language of “cultural renaissance spread of nationalism, pan-regional literary creativity and neutrality and there is a strong emotional attachment to the language” (Kachru, 1986)

Hohenthal (2007) notes ‘having traditionally been associated with political power and elation. English (in India) is still the language of power and prestige, but, there are more practical reasons of its ever increasing popularity.

Today English is India’s not just the preferred vehicle or medium of international communication, but also the vital link language among a multicultural, multilingual population of 108 million who speak more than one thousand languages (Fasold, 1984) and have few common links apart from English (Spolsky, 1978). Also being a “neutral language” bereft of any ‘regional, religious or ethnic connotations that many native languages have” (Kachru, 1986). English is an important unifying linguistic medium at both political and individual levels (Manivannan, 2007).

“English in India has a special place in the parliament, the judiciary, broadcasting, journalism and in the education systems” (Manivannan, 2007).
“English is also the preferred language of business, commerce, culture, internet, communication, information and technology industries, higher education, employment, scientific research, and most importantly globalization” (Baldridge, 2002, Shukla, 2004; The Encyclopedia Britannica, 2006; Hohenthal, 2007; Mnivannan, 2007)

**English – the Language of Limited Elite**

But this rosy picture has a very dark flip side also.

“They do not know how to use the commonest structures of English”.

“It drives home the fact that in general, students are not found to be competent in English. Even after studying the language for nine years, they are not able to speak or write on their own”.

Ghose (2006) adds, “Majority of the young people can “just manage a few correct sentences”. They have “pathetically limited vocabulary” and their speech suffers from “gross grammatical errors”.

**English in Haryana**

The state of affairs is particularly disquieting in Haryana. Haryana is primarily an agrarian state with more than seventy percent of its populace residing in villages which have no direct access to educational facilities worth the name. An overwhelming number of the students from these villages are catered to by the Government run schools affiliated to the HSEB. In these schools, although English has since been introduced from class 1, it is taught
and studied as a Third or Foreign language. Additionally, several home, school and personal factors contribute to the consistently low achievement in English language which, on account of its being a non-native language, requires rigorous studies for its mastery.

Internationally, the country is facing another equally significant and urgent challenge. The gap between the standards of living in India and those of industrialized nations is very large. The first scientific industrial revolution which developed in the west over the last 200 years almost passed us by. The agro-industrial revolution which is even more crucial for us has yet to begin in our country. The world is now at the beginning of the second scientific industrial revolution of automation and cybernetics, which is likely to be in full swing. It is difficult to visualize the changes it will make in the man’s life. One thing, however, is certain: unless proper steps are taken right from now, the gap between us and the industrialized countries following the second revolution may become too wide to be bridged.


With the advent of Independence, India took the path of modernization in order to provide socio-economic justice to its people. The task entailed education of its people so as to help them to move out of their age long conservation and acquire new ways of life through work. The Education Commission (1964-66) noting the most distinctive feature of modern society in contrast to the traditional one, being in its adoption of science based technology, observed that:
There has been a great explosion of knowledge during the last few decades. In a traditional society, the stock of knowledge is limited and grows slowly so that the main aim of education is interpreted to be its preservation. In a modern society, on the other hand, the stock of knowledge is far greater and the pace of its growth is infinitely quicker. One of the main tasks of education in modern society is to keep pace with this advance of knowledge.


However, the Commission also perceived another aspect of the challenge. There cannot be any barriers for the free import of knowledge, yet India need not remain an importer of knowledge rather it ought to contribute to the eternal human endeavour to extend the knowledge in order to be intellectually and culturally equal.

To meet this challenge, the Commission not only perceived a need for new approach to the objectives and methods of education but also radical transformation in the school curriculum. The school curriculum is in a state of flux all over the world today. In developing countries it is generally criticized as being inadequate and outmoded, and not properly designed to meet the needs of modern times. Even in an educationally advanced nation like U.S.A., where the traditional curriculum had been radically transformed long ago under the impact of progressive education, the content of the school courses is being challenged by several scholars and university men, and a new reform movement has been started which may bring in sweeping curricular changes in school education. This widespread
dissatisfaction with the curriculum is due to many causes. In the first place, the tremendous explosion of knowledge in recent years and the reformulation of the basic concepts in the physical, biological and social sciences have brought into sharp relief the inadequacies of existing school programmes. The gulf between the school and the university in the major academic discipline, which was always wide, has become wider still with the rapid advance of Science.

(The report of the Education Commission, 1964-66 p.319)

It must be recognized that political independence of underdeveloped countries is not a solution of their ills in itself, since economic and social difficulties still remain unsolved. A nation’s economic, social and cultural life is directly related to the levels of its basic education and its applications. Indeed a solid scientific infrastructure, both in teaching and research is regarded essential to a nation’s independence and development.

Planned industrialization has been thought of as one of the major means of developing India into an economically stable, powerful and prosperous nation. It presupposes determined effort of skilled technicians or quality personnel, the supply of whom completely depends upon planned arrangement of a suitable quality education to appropriate person.

It can be said that technology is the life blood of the modern industry and the technician is its heart, which keeps that blood in circulation. Rapid industrialization without technicians is impossible; that is why the backward but developing countries would like to have a large body of selected personnel trained in technology. With
this objective in view, an attempt is now in progress to reorganize our system of education in all its aspects so as to lay a greater emphasis to quality education. Education is a dynamic process, and a sound educational structure is one that is responsive to the challenges of a speedily changing society. Those who are engaged in educational processes must constantly re-examine the academic machinery so that it can prepare the young generation to live a fuller life and discharge its obligations towards the community better. This may be termed as the ‘curricular aspect’ of the organizational problem. The other aspect is of selection of students for different courses and of identifying the exceptionally talented ones for specialized training. The role of gifted students in the process of national reconstruction is assuming greater importance. This had made it imperative that young creative students be identified early and trained suitable to enable them to play their roles efficiently.

With progressive democratization of educational opportunities and with the industrial and technological advancements achieved in the sphere of national reconstruction, it has become imperative that the growth rate of the country is enhanced by suitably building up a band of researchers. This also needs a careful planning and action in advance. One such vital step is towards locating students with a research-bent-of-mind at an early stage with basic knowledge of English and then to build up this talent so that we may get good researchers. Secondary stage of education appears to be the right stage for identifying the basic knowledge of English.
Education plays a vital role in the building of nation. The progress of a country in various spheres like science, technology, literature, commerce and society etc. entirely depends on an effectively planned educational system. Education is a complex process. In general, it means the all round development of a child. A child receives education informally through his home and society and formally through school. The school education focuses upon communicating necessary knowledge, attitudes and skills effectively to the recipient. In school, teacher carries the complex activity of teaching so that the individual child can learn to make his adjustment and gain relevant knowledge about nature and universe. Thus learning by individual pupil is the main focus of teaching process in schools.

Generally learning is defined as a permanent change in behavior caused partly or wholly by experience. Learning in school is academic in nature i.e. that students gain knowledge and develop skills in various courses and subjects. Learning is a process, achievement is its product. Hence the learning by students in various school subjects is judged through their achievement in those subjects.

Learning is a complex process which may employ many cognitive and non-cognitive factors. Cognitive factors may include general intelligence which has been replaced by specific intellectual abilities by Guilford. Non-cognitive factor includes interests, attitudes and personality traits. In academic learning cognitive factors play a major role? The study of abilities required in various
fields of human endeavor, has been gaining quite a lot of attention in the recent time not only of the psychologists but also of those responsible for moulding the destinies of our youth, who take up different courses of study without any prior determination of their specific abilities and aptitudes. There have been some studies which had correlated various intellectual abilities with achievement at various levels of education.

It is found that the success of individuals depend on the development of their mental abilities. Every subject needs specific abilities for success in it. Achievement of individual depends on the right choice of the subjects which suit to their ability level. Having knowledge about the nature at level of mental functions of students, the teacher can provide ways to promote their development and hence can help in improving students’ learning.

In class room a teacher has to face several problems related to students’ achievement. First problem is that how to cope with individual failure in classroom? The question arises why has this student failed when others of equal or lesser measured intelligence have succeeded? The causes of individual failure are diverse in kind, variously related and more or less obvious. There may be one kind of explanation which falls wholly within the province of education. That is the area of cognitive therapy (Meeker 1969). The failure of many students can be directly attributable to the fact that they have not developed requisite abilities for success. Cognitive therapy, aimed at realization of a student’s learning potential and the process requires
some measures of his abilities and providing some concrete means of exploiting his strength and removing his weaknesses.

Another problem is of under-achievement. The knowledge that a student scores well on an intelligence test but performs rather poor academically serves to define under-achievement but does little to explain it. By contrast, with the knowledge that he is weak in say memory, the teacher can deal directly with his potential source of difficulty by remediation in memory skills. Hence the direct approach to student deficiencies is not general intelligence but a differential measure of his abilities.

Today the number of subjects has greatly multiplied; various subjects have been included in school curriculum like English, Mathematics, Physics, Chemistry, Geography, Agriculture, Earth Science etc. Each subject has own content, and learning of every subject is important. Now, the problem for teacher is how to promote students’ learning in different school subjects?

Any particular course or subject could be reassessed in terms of intellectual abilities required to master it and in terms of opportunities it offers for promoting development along specified lines (Guilford 1968). Peterson et al (1965) reported in a study that any school subject could be meaningfully specified in terms of the pattern of abilities or skills involved e.g. ninth grade algebra. It is evident that every subject requires specific mental functioning for its learning. The teacher must have a knowledge of specific abilities needed for a particular subject. Then he can develop the needed
abilities and teaching methods could be guided significantly. Consequently learning outcome in that subject could be improved.

No extensive research work has been done in India and abroad so far to identify abilities for English learning which is equally important as the learning of other Science subjects like Physics, Math, Biology, Geography etc. Moreover, English is a medium to study some other core subjects such as Biology, medicine, biochemistry or pharmacy and agriculture. English is a medium through which Science subjects are generally taught at higher level throughout the world. When some structure of intellect abilities have been found related with Physics (Lgantz 1982, Spero 1974) and Mathematics (Peterson 1965, Chauhan 1984); Biology (Chhikara 1984), Chemistry (B.Prakash 1995) too. Realizing the imperative need to have knowledge about certain abilities which could predict achievement of students in English subjects the researcher planned to conduct a study entitled as “A factorial study of abilities involved in learning different aspects of English at secondary stage”.

1.1.0 Definitions of important terms used in the study:-

Statement of the problem gives rise to the need of explanation of the following terms.

1.1.1 Factorial: - The present investigation is termed as factorial due to the use of “factor analysis,” a multivariate statistical technique.

In “Factor analysis” a large number of variables are reduced to some hypothetical variables or “factors” which are weighted sums of
the observed variable and although fewer in number than the later, can be used to replace them.

It is a study of interrelationship among a total set of variables, no one which is selected for a different role than any of the others. In some sense all variables in such a study said to be dependent, with the independent variables being the new hypothetical, constructs called factors.

According to Page and Thomas (1978) a factor is a hypothetical entity such as a skill, ability or personality trait, which is assumed to underlie the influence test e.g. verbal and numerical skill along with other abilities, are factors which underlie intelligence tests.

In general, the word ‘factor’ denotes a component part, since the introduction of “factor analysis” by Spearman for developing a psychological theory, the factor is considered to be a psychological variable. A factor determines part of the overall variance of measured characteristics. A characteristics may be determined by one or more factors. The factors are therefore psychological conditions which cause variance and establish individual difference.

1.1.2 Ability: - “Ability is the actual power present in an organism to carry to completion of any given act or to make adjustment successfully” (Good 1959, page 1).

Generally speaking ability is the actual power present in a person to perform any work. Academic ability would mean a combination of abilities required in school success. A child with a
language ability would be capable in using a language and with numerical ability he would be able to solve numerical problems. Ability and aptitude are generally synonymously used. Brown (1970) defined aptitude as “the ability to learn a variety of skills or behaviors. The emphasis is not on the type of skills learned but the ability to learn”. (p. 313 -314)

Ability indicates the power to perform a task, aptitude is the power to learn to perform a task. In other words ability refers to a current state, aptitude to a future state. Here, ability means all the psychological conditions needed to perform an activity. Ability is, therefore, operationally defined by the activity with which it is associated. There are as many different abilities as there are activities. Activities and the abilities normally associated with them may be quite specific e.g. adding, writing and drawing and so on.

Guilford (1967) has suggested a model of intellect known as “structure of intellect” (SI) which takes Thurstone’s and Cattle’s set of factors even further. His theory completely denies the existence of general intelligence ‘g’ even as a higher order factor and insists on the existence of a large number of independent abilities. His model is based on the view that there are a number of dimensions whose combinations determine different types of intellect abilities.

In English subject the students have to:

1. Memorize various words, idioms, proverbs and rules of grammar.
2. Deal with different symbols, pictures.
3. Translate, comprehend various passages, poems etc.
4. Reflect the society in the form of literature.
5. Discover something unique in the field of English.
6. Generalize certain systems and evaluate various process and systems for further modification.

1.1.3 Learning: - The dictionary (Good 1959) meaning of learning is a "change in behavior caused partly or wholly by experience, such experience being in the main conscious, but sometimes including significant unconscious components." (p. 313)

Some psychologists defined learning as the permanent changes in the individual cognition and purposes. American functionalist (Harvey, Mc. Geoch etc.) explains the process of learning through the improvement in performance and according to them there are as many forms of learning as there are criteria for improvement.

Academic learning means change or improvement in individual’s performance in various school subjects. Academic learning and academic achievements are generally used as related terms. Academic achievement is defined by Good (1959) as “knowledge attained or skills developed in school subjects usually designated by test scores or by rank assigned by teachers or by both (p.7).” Achievement tests are intended to measure how much a student has learned in school subject e.g. a student gets 70 marks out of 100 in any school subject, his achievement is supposed to be 70/100 or he is supposed to have learned 70% of the information
skills etc. or whatever the object was of that particular unit of the subject.

In this way learning and achievement are related and when one prepares a tool; to measure learning it is not very much different from a tool which supports to measure achievement in a particular subject.

As a matter of fact the difference between learning and achievement may be that between the process and the product. Achievement is a function of learning. But learning is not just equivalent to achievement, because achievement depends on so many other factors e.g. memory, physical health and nature of the test items are some factors which affect achievement.

In the present investigation learning in English has been defined as the student’s performance (achievement) in an English course. It is measured through an achievement test prepared by the researcher and administered at the end of the course. The composite scores obtained by the students on the test will show their learning or achievement in an English course.

1.1.4 Aspects: - This term refers to the different parts in which the subject English was divided. Subject English was divided into following parts by the researcher;

1) Pictorial 2) Textual 3) Comprehension 4) Grammar and Usage

5) Vocabulary and Spelling 6) Composition
1.1.5 **English**: - English course prescribed for class IX and X of Haryana Board of School Education, Bhiwani and Central Board of Secondary Education, New Delhi.

1.1.6 **Secondary Stage**: - Secondary stage has been confined to only class X students studying in various schools of Haryana State.

1.2.0 **Purpose of the Study**: - The purpose of the present investigation is to identify certain abilities which are needed for student’s achievement in Secondary School English (at X grade).