CHAPTER - I

INTRODUCTION

Language is the basis of human progress. Civilization could hardly have begun and certainly could never have attained its higher forms without language. It is also the means of social control. Human beings co-operate and communicate with one another through spoken words and written words. These being the social functions of language, there is a non-social function of it too, i.e. language, is used in the inner life of each person as an individual, purely for the substance of thought.

English is one of the major languages of the world. It is also an International Language and a window on the world. There is hardly anything important in the world that has not been translated into English. Hence its immense usefulness as a library language increases day by day. As English is a link language, we have to depend upon it for International business and politics and also for contact with western thought and culture.

The above cited reasons make it very clear that Indian Education cannot neglect the study of English. Owing to historical reasons, our whole political and scientific thoughts have been organized by the English language. India has experienced considerable disturbance over the problem of having an official language of its own. As a result, the parliament passed in 1963 a bill declaring English as the Associate Official Language of India till an indefinite period of time. This is the position till to-day. Hence the learning of English has become inevitable in the Indian context.
PRESENT STATUS OF ENGLISH

English still occupies an important place in the Educational system and life of our country. It is the language that continues to dominate the national scenario. It is taught compulsorily in most of the states in the country although the class from which its teaching is started differs from state to state. As the medium of instruction at the school stage, it is now followed only in public schools. Most of the Universities in the India have, in addition to English, switched over to regional languages as the media of instruction at the college stage.

The English press in the country is very powerful and enjoys not only more circulation but also better influence than the vernacular press. The number of creative writers in English are increasing gradually. English has been rightly described as the language of opportunity. A knowledge of English is a successful passport for employment. Above all, English is the means of Inter-State communication. Persons from different states converse in English.

The National Policy of Education adopted by the Government of India in 1968 stressed the importance of the study of English in these words.

"Special emphasis needs to be laid on the study of English and other International languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth, but also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened".
IMPORTANCE OF ENGLISH

We shall examine the importance of the study of English in India under the following heads:

1. English as an International language
2. English as a Window on the World
3. English as a Library language
4. English as a Link language

ENGLISH AS AN INTERNATIONAL LANGUAGE

English is the mother-tongue of three hundred million people in the world. The countries where English is the native or first language are the United Kingdom, the United States of America, Canada, Australia, New Zealand and South Africa. Some other countries like India, Pakistan, Africa, France and Soviet Union etc. use English as a second or Foreign language and the number of these people is nearly four hundred million. English, thus, is spoken by seven hundred million people in the World.

English is the language of International politics, trade, commerce and industry. We must read English if we want to have our say in the world. One out of ten persons in the world knows English. 75% of the World's mail, 50% of the World's newspaper, over 60% of the world's radio stations and more than 50% of the World's scientific and technical periodicals use English as medium of expression.
As an international language, English has created better understanding among the nations of the world and has been responsible for cultural give and take. It has facilitated mobility of teachers and students from one country to another. It has opened world wide chances for employment.

ENGLISH AS A WINDOW ON THE WORLD

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 has been described as a pipe-line for the stream of knowledge in all branches of learning. In fact, it will not be wrong to say that English is a window through which we are able to see the scientific, technological, agricultural, commercial and literary developments taking place in the world.

To quote F.G. French,

"Any one who can read English can keep in touch with the whole world without leaving his own home".

ENGLISH AS A LIBRARY LANGUAGE

English is the key to the store house of knowledge. Most of this knowledge is not yet available in Indian languages. It is in this context that the role of English, as a library language becomes important in India. The Kothari Education Commission has rightly stressed that English would pay a vital role in higher education as an important library language. The commission has said that no student should be considered as qualified for a degree, in particular, a master's degree, unless he has acquired a reasonable proficiency in English.
It should be noted that the phrase "English as a library language" does not imply that students would not be taught the skills of speaking and writing, it only implies that the skill of reading would be paid much more attention than the others.

The pupil is to be taught through oral practice. Speech is the language. The written records is only a secondary representation. Even if one wants to learn the languages only for reading, it is desirable that its fundamentals be mastered through speech. To master a language it is not necessary to read it, but to read a language, it is important to first master it orally. Without mastering a language orally, the process of reading is reduced only to translation, i.e, finding word equivalents such a reader never grasps the thought and spirit of the Foreign language. Thus we observe that even if our aim may be to teach English as a library language, some amount of oral work must be done in the class.

**ENGLISH AS A LINK LANGUAGE**

English is a link language in India. It is the only language which is understood by the educated people all over the country. The trade correspondence from one state to another is mostly conducted in English. Without a knowledge of English, there will be no dialogue between persons from different states. In the absence of English a person from Mysore will not be able to communicate with a person from Kerala, nor will a Bengali share his thoughts with a Punjabi. English thus is a unifying factor and helps
national integration. In the struggle for independence, English played a significant role in bringing together our national leaders from various regions of the country by enabling them to share their thoughts in it.

Language is a skill - subject. It can be best learnt in the manner in which one learns a skill. It can be acquired only through practice. Language skill can best be learnt by actually using the target language.

Language is a part of human behaviour. The learning of it is the learning of a set of skills. The main division of skill includes:

a) receptive skills and
b) productive skills.

These skills are listening, speaking, reading and writing. A person's ability to express himself in the target language and his ability to understand the language are somewhat distinct abilities. Some people appear to have greater skills in expression than in understanding, there are others who appear to understand well but cannot express themselves.

While the study of language in the classroom provides a micro perspective, the study of language in the educational process as a whole offers a macro-perspective. This poses several issues pertaining to the number of languages as media of instruction.
LANGUAGE IN THE CLASS ROOM

The study of language in the class room is important for understanding, how learning takes place through language interaction and language interaction may be a significant factor in educational achievement. With increasing growth in the power to perceive and to think and with enlarging interests aided by stimulating teaching, the child builds up his vocabulary, gives more and more attention to language forms and precision of meaning, gains power to comprehend oral and written language and develop progressively greater skill in oral and written expression.

THE PLACE OF ENGLISH IN THE INDIAN SCHOOL CURRICULUM

When India got her independence in the year 1947, two problems confronted the independent nation; the problem of unity and the problem of development; also at the same time it had to begin the task of planning for and speeding economic development. It was thought that the problem of unity and development could be solved only through education. But in what language is education to take place? This question dominated the Indian minds. It was thought that a quick spread of literacy can only take place through the vernaculars in a multilingual society like India. The promotion of new technologies and of a national culture, on the other hand, would seem to require the use of a single common language. There was also another dilemma regarding the medium of instruction - commending on the language problem the Official Language Commission in India (1956) said, the language problem in the sphere of public administration, the problem with reference to the
legislation in law-courts, the place of linguistic studies in the education system, the linguistic media of competitive examination for entry into public services, all are issues which lean upon each other in numerous ways. Earlier Macaulay’s Minutes of (1835), which wanted to reshape the policy on the medium of instruction, recommended English as the language ‘best worth knowing and most useful to our native subjects’. It also recommended as Policy of restricted educational facilities and remarked. ‘It is impossible for us without limited means to attempt to educate the body of the people. We must at present do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons, Indian in blood and colour, but English in tastes, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the western nomenclature and render them by degrees fit vehicles for conveying knowledge to the great mass of the population’.

Macaulay’s minute had its own critics. A modification was suggested in Wood’s despatch of (1854). It was observed, "our object is to extend European knowledge among all classes of the people." While the English language continues to be the most perfect medium for the education of those persons who have acquired a sufficient knowledge of it to receive a general instruction through it, the vernacular language must be employed to teach the far larger class who are ignorant of, or imperfectly acquainted with English. English was to remain the medium of ‘the higher branches of instruction’. This too was not without its limitations. It created a gulf between the language policy in the
primary education and secondary education. The Hunter Education Commission (1882), gave priority to primary education and insisted that the effort of the state must be directed towards the growth of primary education. The Government of India accepted the proposition and realized that the extension of primary education was one of the duties of the state. This was followed by the Sergeant Report (1944) which envisaged universal compulsory and free education for the children between the ages of six and fourteen. Independent India inherited these educational policies.

It adopted the Policy of universal education in the vernacular languages. But that meant that Primary education had to be planned with the mother tongue as the medium of instruction - the linguistic minorities were taught through their own mother tongue. Thus, immediately after Independence, the country faced a lot of problems not only in imparting education but in the choice of the medium of instruction. Gandhiji’s Basic Education Scheme which was proposed at Wardha in 1938 and intended to support rural education was meant to be self supporting. It found a solution to the conflict between quality and quantity. The Secondary Education Commission (1952) recommended that primary education must be integrated and should last eight years and added that secondary education should last three or four years. A stream from the secondary schools would be prepared for a university course.

Even after this, the language problem - the medium of instruction still persisted. It was felt that even the very idea of giving compulsory education was difficult. The UNESCO report on this read as "When we take into consideration all the administrative and financial implication of this fact, that
is the multiplicity of languages, we can easily realise that the problem of compulsory education in India is perhaps more difficult and more complex than in almost any other regions of the world."

The diversity of Indian languages posed the problem of finding a common medium of communication between different language communities. This inhibited the communication of new ideas and techniques from one institution to another, particularly to the rural masses. Written communication could not be thought of because only a small group constituted the literacy percentage and there was every chance of misinterpretation. Thus arguments and counter arguments ran high in favour of the use of the vernacular as the medium of instruction. The inclusion of English as a subject in the curriculum has then and even now been under debate. Although the argument has been in favour of using the mother tongue at the primary stage, there was an opinion that the mother tongue formula could not be fully applied at the secondary stage which gives a more advanced education to enable students to follow a vocation after the school-leaving age and also prepares them for higher education in universities. There was also a group of people arguing in favour of Hindi as the medium of instruction throughout the country. But this idea did not find favour with a large section of society for it had its own limitations.

Prime Minister Nehru stressed on the need for a federal language while referring to the demand for introduction of Pubjabi in the State's High Court (1962), if the work of the various High Courts in the country was carried on in their respective regional languages, it might create problems for the Supreme
Court. ‘Later the National Integration Conference accepted the three language formula. The conference recognized that Hindi must develop ultimately as the link for inter-state communication but felt that since the process of development involved the expression of modern concepts in the language, that process would require time and till Hindi developed suitably, English would continue to serve the purpose that it had served so far as a medium of inter-State communication. Earlier, on one occasion Pt. Nehru stressing the need for English observed...’ we are driven to English principally because we know it a good deal, we have people who can teach it and because it is the most important language in the world today. The whole success of our development scheme depends upon training man power. It is patent to me that this man power for industrial, scientific and agricultural purposes cannot be trained in any of the Indian languages in the foreseeable future. It is absolutely clear to me, and it is not an arguable matter, that the scientific and technological training has to be given in English, it is an absolute necessity.’

When the medium of instruction was debated upon, there were several arguments in favour of the mother tongue and English. Again to quote Pt.Nehru who once declared ‘Regional languages should serve as a media of instruction for purposes of primary and secondary education. But to adopt them for university education would cause a lot of confusion. It would not then be possible to have any meeting of minds.’

Thus the need for English language in the curriculum has been stressed upon time and again and we get a clear picture of the fact that the study of English has been and will be there for a long time.
Political leaders, philosophers and thinkers, have expressed their desire for the retention of English in the curriculum. Nehru wanted English because he recognized that a technological society would need both a common medium of communication and immediate access to the international literature of science. English must be the language both of technology and of Central administration at least for some time to come.

Later, arguing in favour of the three language formula (English, Hindi and the mother tongue), Mrs. Gandhi once said, 'It is feared that this proposal (for the mother tongue up to University level) might encourage separatism, and it can only be beneficial if there is a link language which can bind the people together. In the present day world, we cannot afford to live in isolation. Therefore, there should be three languages, regional, national and international' (August 1963).

**IMPORTANCE OF ENGLISH LANGUAGE**

When we ask the 'why' of English we are trying to find out the aims and objectives of English in our curriculum.

The following are the possible reasons as suggested by Prof. Gokak.

1. English will continue to be the language of all important trade and industry in the country for many years to come. It will take many years before it ceases to be the language of administration at higher levels. A substitute is yet to be found as the language of competitive examination. The physical set-up of offices has to change. There are compelling economic reasons why it cannot be changed so quickly.
2. A knowledge of English is imperative to access modern scientific and technological knowledge. Even universities that have regionalised the medium will think twice before extending this step to courses in Law, Medicine, Engineering or Agriculture. Such a step will put the cart before the horse, the medium before the content of a subject. Even for subjects for which the medium has been regionalised students have to supplement their knowledge by reading books and journals in English, if their degree has to have any value.

3. So long as creative thought in every department of knowledge is not as active in this country as in the West, it would be rash to cut ourselves off from a language which keeps us in continuous contact with the latest thought in Europe in every field of life and culture. So long as we have not over-taken the west in its intellectual leadership of the world or even matched it on its own ground, rejecting the study of English as a second language will amount to committing intellectual hare-kiri.

4. A knowledge of English is necessary today, if only to discard English at a later stage. Translations alone can enrich the literatures in our languages in every way. It is possible to find, in English, translations of outstanding works relating to any field and written originally in any language of the world. English literature itself is rich in such writings. These can be translated into other languages only by persons who know English and the
subject which is their field of study as well. That is why English as a second language has to be studied by all students, not merely by those who wish to specialise in English. What English did for our literature of power in the past, it has yet to do for our literature of knowledge.

5. There is the need to interpret India's thoughts and culture abroad. Our diplomats are learning many languages today ranging from Arabic to Russian. Even so, international committees and conferences transact their business in English and French. A book translated into English or French stands the chance of winning a world public. Our budding diplomats, thinkers and interpreters in the international field have to study English. They have to express themselves with elegance and grace in written and spoken English, not merely with formal correctness. It may do equally well if they knew French in this way. But the language may as well be English, considering the money, energy and time that we have spent as a nation on teaching and learning it.

In spite of all the measures being taken now to reform the teaching of English at the secondary level, we have to reckon with the fact that provision will have to be made for emphasising language study in university courses in compulsory English. This is because English is no longer the medium at the high school stage. The only English that the student learns at school is what he is taught in the English classroom. We cannot lecture away, any longer, on
the beauties of English novels, poems or plays in the compulsory English class. This may be regarded as an unfortunate trend, for we may feel that students will now be deprived of the liberalising influence of English literature. But we shall do well to remember three or four facts in this connection:

1. Language teaching is not such an unpleasant task as it is imagined to be. With proper training and equipment, it can even be delightful.

2. There is a variety of educative and good regional literatures growing up all round us and this can shape young minds effectively. It is only fair that these should have a place in the compulsory courses in our schools and colleges. They owe their revitalization to English literature and have grown up in the same great tradition.

3. The courses in Special and optional English, especially the latter are planned for students who specialise in English literature. A continuity in literary study will therefore be maintained in these courses.

4. Excellent specimens of modern English prose and verse can be prescribed even for our compulsory courses in English. These will have to be studied, not from the point of view of pseudo-critical or critical inquiry but of imaginative and logical comprehension of textual analysis.
We are thinking of this shift in emphasis from literature to language today for an important reason. There is a dilemma in the teaching of English at all levels because of the changed context in which it is taught and the partial reform that we have implemented with regard to the medium of instruction, the replacement of English at the secondary level by the regional language and the continuation of English as the medium at the University level without providing, at the same time, for a more intensive study of English at the Secondary level. This has brought about a crisis in our system of higher education.

There are two extreme views advocated with regard to this problem. One is to eliminate the teaching of English altogether and wipe out a disgraceful past. A bitter controversy rages regarding the status of English as an official language and as a medium of instruction in the universities.

The other view, in its extreme form, even objects to English being called a foreign language. It looks back with wistful longing to the days when English was all in all, unofficial and official, the language of fashion and of administration, of business and medicine, of industry and culture. The view is redolent of the memories of convent schools and convent accepts, of homes in which English supplemented the mother tongue. The persons who hold this view advocate the restoration of English as the medium of instruction in high schools. A former generation of children knew reasons. English was, then, the medium of instruction even in high schools. Modern Indian languages had no collegiate status. English had taken their place and it did duty both for itself and them. That was why the teaching of English had such a disproportionate
literary bias then. These persons desire the restoration of that artificially reared standard of English in India, considering it normal. But to concede to this would be the most desperate phase of abnormality. The country is settling down to its normal cultural life after a long period of servitude. It would be tragic if we ignored this normalcy and proceeded with our old aims, curricula and methods as if our needs were the same as before.

English will continue as a higher medium of instruction so long as the modern Indian languages are not well-equipped to replace it. The teaching of English in our schools and colleges during this period of transition will have to emphasise expression as much as comprehension. The university student has, during the period, to spend as much time on trying to write correct English and on understanding the books in English on his subject. If the medium is regionalised and if Hindi becomes the sole official language, he will still have to study English as a compulsory second language, if not for purposes of expression, at least for the sake of comprehension. This is the only way in which we can keep in touch with the world thought on any subject.

Within the limits of the grammatical forms and the vocabulary imposed by the syllabus and by the class book in use we hope to train our pupils (a) to hear and understand (b) to speak to be understood (c) to read and understand and (d) to write and be understood. In other words, the aims are: to train our pupils to hear accurately so that he can understand English, when it is spoken as a second language in his own country and as an international language when he listens to people from other lands; to train him to speak confidently and intelligibly at a level that will be good enough to enable him to be
understood without difficulty; to train him to read with understanding, in the first place for information and to meet his needs in his future employment as a citizen of the world; to train him to write correctly, with confidence and without error because correct forms have been made quite habitual.

The primary level and secondary level objectives can be summarised as:

- understand simple statements and utterances in English.

- understand questions asked and short talks on passage read out to the learner, of course within his experience.

- ask simple questions and answer them orally - relating to his experience or on what he has read.

- read with fluency (both aloud and silently) and understand simple passages within a vocabulary and structural range of the syllabus.

- express himself in writing with reasonable accuracy with in the linguistic range of the syllabus on subjects within his experience.

To achieve the objectives mentioned above, it is estimated that pupils should at the end of Std. VII know and acquire the ability to use with a fair degree of accuracy 150 to 200 basic language items and one thousand to one thousand two hundred and fifty vocabulary items. They should be able to use the language within the range mentioned above.
The following are the objectives at the secondary level. There will certainly be an overlap with the objectives listed above. As the end of high school level we would expect a pupil to;

1. Understand a prescribed passage read out to him from the prescribed materials or a talk at the same linguistic level on a topic on general interest within his experience.

2. Ask sensible questions and answer intelligibly questions based on the above.

3. Carry on a sensible conversation with clarity of expression on passages or topics from prescribed materials.

4. Arrange and organise his ideas in a coherent manner either for oral or written presentation.

5. Be able to read silently and understand the main ideas in a passage of simple English within the linguistic range of the syllabus and be able to reproduce them clearly, fairly and accurately in speech and writing in his own words.

6. Be able to express himself in writing coherently on

   i) any subject of general interest well within his experience
   or

   ii) a topic from the curriculum prescribed.
7. **Read a passage on his own using the dictionary for any reference needed.**

8. **Read short stories and pieces of citation and be able to enjoy them.**

9. **Be able to interpret materials presented in the form of a table or chart.**

10. **Be able to write simple letters, personal or official and simple dialogues.**

**To achieve these objectives**

- **Teachers must ensure the effective use of techniques which will enable them to use the language in the classroom and get pupils to use it, resulting in an active interaction.**

- **Attention must be paid to all the four basic language skills.**

- **Oral work must get greater attention at the primary level and reading and writing at the secondary level.**

- **Attention must throughout be on the meaning and use of the language rather than on form.**
STATEMENT OF THE PROBLEM

"Cognitive ability, school environment, socio-economic status, teacher effectiveness and performance in English among IX standard students".

DEFINITIONS OF THE CONCEPTS OF THE STUDY

The problem formulated and stated above has clearly evidenced the following variables of study:

i. Cognitive ability
ii. Performance in English
iii. School climate
iv. Teacher effectiveness
v. Socio-economic status of students
vi. Ninth standard students
vii. Gender
viii. Five types of school.

COGNITIVE ABILITY

In the present context the concept of cognitive ability has been acquired from Guilford's model of the intellect (1967).

Intellect, according to Guilford consists of three major parameters namely, operation, product and content. Operation refers to the actual operation mechanism with which intelligence works with the content or
materials. This again is sub-divided into five types of operations such as cognition, memory, convergent production, divergent production and evaluation. The five sub-divisions under contents of intellectual ability are, Audio-figural, Visual - figural, Symbolic, Semantic (Verbal) and behavioural content. Similarly, the six sub-divisions under the products are units, classes, relations, systems transformations and implications \((4 \times 5 \times 6 = 120)\) (Guilford and Hoepfner, 1971). In the present context the adopted version (factor units) of Guilford’s concept of intellect (Venugopal, 1986) has been used with modification and it is treated as cognitive ability - more comprehensive and recent term in this literature of cognitive psychology (Bourne Lyl et al., 1979).

The variable of cognitive ability was assumed to have a positive influence on performance in English since many cognitive psychologists have empirically shown the intricate positive relation between human ability and human learning. Tolman and Honzik (1930) have spoken about this even as early as in the 1930’s. They have introduced a term, “talent learning”, talent learning refers to learning that is not used.

Definitions of intelligence vary but they may be grouped under three heads. Firstly, the intelligent person is one who can more easily and extensively vary his behaviour as changing conditions demand. Secondly, intelligence is the ability to learn. The more intelligent the individual is, the more readily and extensively he is able to learn. Thirdly intelligence is the ability to carry on abstract thinking. Binet’s intelligence scale is devised on that assumption that intelligence is the capacity to reason well, to judge well and to be self-critical.
Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and deal effectively with his environment. Stannard's definition is more comprehensive. He believes, intelligence is the ability to undertake activities that are characterized by (1) difficulty (2) complexity (3) abstractness (4) economy (5) adaptiveness to a goal (6) social value and the (7) emergence of the originals (a high order of thinking) and to maintain such activities under conditions that demand a contribution of energy and a resistance to emotional forces.

The intelligence tests include components that make up intelligent functioning. Psychologists proceed from the assumption that all forms of mental activity have something in common. Therefore most intelligence tests include mental activities such as defining words, solving arithmetical problems, finding similarities and differences, sentence completion, reasoning by analogy, paragraph interpretation, perception of relationships in geometric forms, picture completions and so on.

Six primary factors have been identified in intelligence which are:

1. The number factor (N), ability to do numerical calculations rapidly and accurately.

2. The verbal factor (V) found in tests involving verbal comprehension.

3. The space factor (S) involved in any task in which the subject manipulates an object imaginarily in space.
4. The word fluency factor (W) involved whenever the subject is asked to think of isolated words at a rapid rate.

5. The reasoning factor (R) found in tasks that require the subject to discover a rule or principle involved in series or groups of letters.

6. The rote memory factor (M) involving the ability to memorise quickly.

VERBAL PERFORMANCE TESTS

Intelligence tests can be either verbal in content which calls for mental working and paper and pencil tests (i.e) Raven's Standard Progressive Matrices test: Binet (Simon Scale) or performance tests where the use of language is eliminated and the testee is to give the response by manipulating some objects. (Wechsler scale, Bhatia's intelligence scale).

Guilford's S.I. model has grown from Thurstonian American tradition of investigation. Guilford and his associates developed the structure of intellect in the psychological laboratory belonging to the University of South California in 1966 on the basis of factor analysis. The idea of structure of intellect model was formulated in the fifties. It was successively refined and modified until the present model was finally developed in the year 1966. The major aspects and dimensions of cognitive functioning are represented in Guilford's model of the structure of the intellect.
MODEL OF THE STRUCTURE OF INTELLECT

Guilford suggests that mind is composed of at least three dimensions, instead of unidimensional model of intellect which permeated earlier writings. This model is a three way classification of intellectual abilities viz. operations, contents and products.

FIVE OPERATIONS

1. Evaluation (E)
2. Convergent (N)
3. Divergent (D)
4. Memory (M)
5. Cognitory (C)

FOUR CONTENTS

1. Figural (F)
2. Symbolic (S)
3. Semantic (M)
4. Behavioural (B)

SIX PRODUCTS

1. Units (U)
2. Classes (C)
3. Relations (R)
Guilford identifies 5 operations, 6 products and 4 contents. An ability is a combination of an operation, a content and a product. In identifying five kinds of operation, four kinds of contents and six kinds of products. Guilford hypothesizes that there are 120 possible abilities in the human cognitive domain. He describes each of the operations, contents and products as follows.

A. OPERATIONS

Major kinds of intellectual activities that the organism does with the raw information.

1. Cognition

This involves immediate discovery, rediscovery, awareness, comprehension or understanding.

2. Memory

It is a primary mental process of retaining information in the same form, with some degree of availability.
3. **Divergent Thinking**

In divergent thinking operation, we think in different directions, searching and seeking some variety and novelty. Divergent thinking is closely related to creativity.

4. **Convergent thinking**

Generation of information from given information where the emphasis is on conventionally accepted best outcomes.

5. **Evaluation**

In evaluation we reach conclusions and decisions as to the goodness, correctness, adequacy and desirability of information.

**B. CONTENTS**

This would refer to the kind of materials or content involved. Broad classes of information discriminable by the organism come under this category.

1. **Figural**

This is information in concrete form as perceived in the forms of images. Visual materials have properties like size, form, colour etc. The principle of figure and ground is implied in figural. Different senses from visual to kinaesthetic may be involved.
2. **Symbolic**

   This is composed of letters, digits, conventional signs, musical notes, codes and words.

3. **Semantic**

   Information in the form of meanings to which words commonly become attached. Meaningful pictures often convey semantic information.

4. **Behavioral**

   Information essentially, involved in human interactions where attitudes, desires, moods, perceptions and thoughts of ourselves or other people are involved.

C. **PRODUCTS**

   Forms that information takes when the organism processes it. When a certain operation is applied to certain kind of content, as many as six types of products may be associated.

1. **Units**

   This is similar to the Gestalt psychology of figure in ground. Relatively segregated items of information are united.
2. Classes

Conceptions underlying sets of information grouped by virtue of their common properties.

3. Relations

Connections between items of information based on variable. Relational connections are more meaningful and definable.

4. Systems

This is an aggregate of items of information with a structure.

5. Transformation

Changes like redefinitions, modification in existing information or its functions.

6. Implications

This is concerned with the extrapolations of information in the form of expectancies, predictions and consequences immediately, but used in some other relevant context, at a later time.

It is assumed that cognitive ability of an individual will be positively related to the understanding and performing in a learning situation.
TEACHER EFFECTIVENESS VARIABLE

The variable of better school climate has implied the variable of teacher effectiveness. A climate is perceived as positive only when the teacher is perceived as positive or effective. Effective teaching is perceived when the school employs good teachers, well qualified and well trained so that the students are also well taught. Hence the perception of effectiveness has logically been linearly interlinked with student performance.

Despite enormous literature on teacher effectiveness, no universally acceptable formula can be given to define 'an effective teacher'.

Ryan (1950) said, 'Teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skills, understanding, work habits, desirable attitudes, value judgements and adequate personal adjustment of the pupils. Barr (1952) explains "teacher effectiveness as a relationship between teachers, pupils and other persons concerned with the educational undertaking, all effected by limiting and facilitating aspects of the immediate situations. Remmers (1952) says' ... effectiveness is a degree to which an agent produces effects. The question immediately arises, "what effects and on what?" Usually, these categories of effects in terms of the object effected are (a) public (b) school operation (c) the school community. Jones (1956) in his investigations; distinguished between "good and poor" teachers by making students list characteristics of teachers under training and correlating these measures with estimates of their success in actual teaching, judged good and poor to discover factors and qualities in
successful teaching. According to the study reported by Stern, Stein and Bloom (1956) efficiency is rather a standard of performance on a specific work situation that some individuals are said to manifest.

The term "teacher effectiveness" is used to refer to the results a teacher gets or to the amount of progress the pupils make toward some specified goal of education. Measures of effectiveness of the same teacher made in different classes have been found to correlate, on the average, only about 30 (Rosenshine 1970, Vendaman & Brophy 1974).

According to Combs (1961) a good teacher is a person who has learned to use himself as an effective instrument. He has defined the effective teacher as" ... a unique human being who has learned to use his self effectively and efficiently for carrying out his own and society's purposes".

According to Gerald Cortis (1977) effective teaching is a matter of the teacher finding the right "niche" i.e the appropriate situation in which to operate. So, if there is a mismatch between the personal factors and the situation - effective and happy teaching relations are unlikely to prosper.

According to Dickson (1980) "Teaching effectiveness is a demonstrated repertoire of competencies involved with (1) teaching plans and materials, (2) class - room procedures, (3) inter - personal skills, and (4) learners' reinforcement - involvement reflected in teacher behaviour".

Recently, Gupta and Kapoor have derived the term "Teacher effectiveness" as a repertoire of efficacy exhibited by a teacher in (1) instructional strategies (2) class room management (3) personal disposition
temperature and tendencies (4) evaluation and feedback, (5) interpersonal relations (6) job involvement (7) initiative and enthusiasm (8) professional values and (9) innovativeness respectively in the everyday teaching learning situation.

SCHOOL ENVIRONMENT

The classroom psychological environment is the climate or atmosphere of the class as a social group that potentially influences what students learn. Because the classroom environment as it has been investigated refers to the less tangible expects of the context of teaching and learning, it is often inferred by asking students to perceive and rate the psychological characteristics of their class rooms on questionnaire items. These items physically concern the effective and social relations among the class members to emphasis given to efficient completion of learning tasks and the implicit and explicit system of rules and regulation of the class.

The ultimate objective of the present study being the educational outcome in terms of student performance, it was found pertinent to study the environment the school has provided for learning. This is inclusive of the physical and the psychological environment.

School is a combination of a physical and a social system. The school system works in a mutual interaction. The physical system form the skeletal frame work within which the social system is built. The interaction within the social system and between the physical and social system, is called an environment.
Therefore, the education environment refers to conditions that forces, the external stimuli that foster educational attainments (Sinclair 1976).

The term school climate has been in the literature from the fifty's (Argyris 1958; Presthus, 1962). The studies on environment of school has made use of the term climate referring to both the social psychological and physical impression felt by those who are exposed to the climate.

A number of studies have reported classification of school climate in various methods (Haplin and Crofts 1963). From their detailed analysis of school climate, classified six types of climates.

1. **The Open Climate**

   This type of school climate prevails in a school where the needs of the school pupils are taken care of. A two way communication is also identified. It also provides a participative leadership at all levels. Thus, providing mutual interaction.

2. **Autonomous Climate**

   An autonomous climate is one in which the entire school is highly decentralised. The task-orientation is much less emphasised. Accountability is much less emphasised.
3. **The Controlled Climate**

A school provides an environment which is highly impersonal and highly task oriented. The entire school is directed primarily towards task accomplishment and social need satisfaction is given least attention.

4. **The Familiar Climate**

A familiar climate in a school reflects an informal social network. The focus of task accomplishment is much less in this type of school climate. Hence much of the outcome of the school with the climate such as the familiar one is construed as permissive.

5. **Paternal Climate**

The paternal climate exists in schools where there is a one way direction. The climate does not provide scope for better inter action and understanding. Therefore, the commitment and morale of both the staff and the student is likely to be much lower. However, the task orientation is definitely taken care of.

6. **The Closed Climate**

The closed climate prevails in a school where the structure is highly centralised. Social aspects of interaction is totally absent in such schools. The primary goal will be task accomplishment. In the absence of a social facilitation the commitment and morale of the staff and the student would be extremely low.
Thus, Haplin and Crafts’ definition and classification made them the pioneers of assessing school climate. A large number of researches which followed suggested a precise definition which reads as follows:

"School climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behaviours based on their collective perception of behaviour in schools" (Sharma 1980). Experts of climate studies such as Sherman (1984) and Sheppard (1966) have all measured organizational climate only through perception of organization characteristics. A holistic picture of school climate, therefore has to include perceptions of the people who are the members of the school organisation. There have been studies on school climate as perceived by the teachers and the students. The enrichment of the school environment usually decided the school effectiveness (Good, 1982 and Brophy, 1986). This was further specified by Good and Brophy (1986) who defined that effective schools are those, which promote academic achievements. Based on these funds of research in school climate, the present investigation has adopted the definition of Manjuvani’s (1988) an Indian educational researcher which seems more appropriate to the Indian schools.

SOCIO-ECONOMIC STATUS OF STUDENTS

Socio economic status comprise of three classifications made on the basis of Vasanthi’s adaptation (1991). In the present context socio economic status refers to the social status of the parents of the pupils.
Socio-economic status which comprises the income, educational qualification and occupation of parents is taken as a correlate to study the performance of students in language and cognitive ability tests in the present study.

While education may have significant implications for the socio-economic processes. Socio-economic factors would also have significant implications for the education sector. This reciprocal relationship between socio-economic factors and education is considered as one of the basis in manpower strategies and policies for educational development.

NINTH STANDARD STUDENTS

The population on which the study is intended belong to the ninth standard of five types of schools existing in the State of Tamil Nadu. The type of school differences point to the different educational system with different curricula followed in the state.

TYPES OF SCHOOLS

The five types of school chosen for the present study were Government, Matriculation, Central, Aided and Corporation schools belonging to the Board of Secondary Education, Department of Government Education and the Central Board of Secondary Education. This has been adopted in the operational definition referring to the variable of educational factors.
GENDER

The variable of gender was chosen in order to study the sex differences in students' performance. For this purpose, the present study has included both single gender and mixed gender group namely boys, girls and co-education students.

SIGNIFICANCE OF THE STUDY

Performance is the major concern of every parent, teacher and students today.

Performance is influenced by a set of variables like the child himself, his intellectual and other abilities, structural functional variables in the school and home environment (Biswas and Aggarwal, 1971).

English is needed if we want to keep pace with the fast advancing countries of the world. The knowledge of English language in fact serves as a key to all scientific and technical information. F.G. French (1972) in his book "Teaching English as an International Language" says "By accidents of history and by the rapid spread of industrial development, science and technology, international trade, and by something like an explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closed interdependence, English has become a world language. It is the means of international communication: there is no other" so the study of performance in English has become imperative.
As the major factors like intelligence, teacher effectiveness, school environment and socio economic status either hinder or promote the performance of students in English language, it is the bounden duty of the researcher to find the relation.

OBJECTIVES OF THE STUDY

1. To establish the relationship between cognitive ability and performance in English among the students studying in Matriculation, CBSE, Aided, Corporation and Government schools.

2. To find out the difference in performance in English among students in Matriculation, CBSE, Aided, Corporation and Government schools.

3. To establish the relationship between teacher effectiveness and performance in English among the students studying in Matriculation, CBSE, Aided, Corporation and Government schools.

4. To establish the relationship between performance in English and cognitive ability among the students studying in Matriculation, CBSE, Aided, Corporation and Government schools.
To establish the relationship between school environment and performance in English among the students studying in Matriculation, CBSE, Aided, Corporation and Government schools.

To establish the relationship between socio-economic status and performance in English among the students studying in Matriculation, CBSE, Aided, Corporation and Government schools.

**IMPLICATIONS**

It is expected that the present research will have a vital contribution to make in the performance of English of students. The study has assumed a relevant relation between cognitive ability, school environment, teacher effectiveness and socio-economic status with performance in English. Further the study has attempted to explore the extent of difference in performance in English on the basis of gender and different types of schools following different curricula. At this juncture it is felt that this kind of educational research is of great importance in a developing country such as India where the standard of English is deteriorating. It is envisaged that a study of the present nature will go a long way in the direction of progressive education.

The present chapter is followed by review of related literature in Chapter I, research design, hypotheses and method in Chapter III, results and discussion presented in Chapter IV, and finally summary and conclusion in Chapter V.