

CHAPTER-1



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1.1 Language Conceptual Understanding :

This chapter deals with concept of language, importance of English language, skills of any language. This chapter also includes importance of good-hand writing, statement of the problem, objective, variable, delimitations and need of the study. There are all in the this chapter discussed." It is language, more obviously than anything else that distinguishes man from the rest of the animal world. At one time, it was common to define man as a thinking animal, but we can hardly imagine a man without words. Man has often been described as a tool-making animal; but language itself is the most remarkable tool, that man has invented and it is the one, that makes all other possible".

According to Edward Sapir (1970), "language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" In the view of Max Black (1968) on language, " language is an arbitrary system of vocal symbols of which human beings, as members of a social group and participants in a culture, interact, and communicate". Further, Carols Fuentes (1988) has quoted that, " language is a shared and sharing part of culture that cares little aout formal classifications and much about vitality and connection, for culture itself perishes in purity or isolation.

On analysing many different definitions or attempts to define language as an answer to the question, " What language is ? " We can give lot many interpretations about language, like language is a means of communications and self-expression. It is arbitrary, non-instinctive and conventional. It is a symbol system and is structurally complex. Also it is open-ended, extendable and modifiable as it is a

form of human social behaviour. Whatever may be the people speaking language, we have four things which are common to every language and that are listening, speaking, reading and writing.

1.2 Role of English Language in Present Era :

In this post-modern era, English continues to be the medium of instructions in colleges and universities and the administration. Emphasising the role of English one of the Education Commission has emphatically asserted, "for a successful completion of the first degree course a student should pass an adequate command of English, be able to express himself with reasonable ease and felicity, understand lectures in it and avail himself of its literature, Therefore, adequate emphasis will have to be laid on its study as a language right from the social stage. English should be most useful, library language in higher education and our most significant window on the world".

For over a century and a half Indian intellectuals have been studying English and now it has entered the fabric of India's culture. It plays an imported role in various fields as

- * English is an official language of administration; the status of associate official language of the union for an indefinite period has been granted by an act of parliament in 1963.
- * English is the court language.
- * English is the language of international trade and industry
- * Important role in social life; the highly educated and sophisticated sections of our society find it more convenient to talk in English.
- * English is our major window on modern world -

- * English is a link language. It is the only language which is understood in all Indian states. In addition to being a unifying force in our country it also links us with other countries of the world.
- * It is a library language. the literature in English is as wide and varied as life itself. All the development, inventions in the field of science and technology, trade and commerce etc. have been recorded in this language. In short it can be said that knowledge of English has become essential for establishing intellectual, cultural, economic, commercial and political relations with the rest of the world.

1.3 Status of English Language in the Curriculum :

Now in India, English has a place in linguistic structure. Now a days, English is taught as a second language as also a foreign language, Making a distinction between a " second language " and a " foreign language" D.A.Wilkins said " It is common to use foreign language to refer to the status of language which is not used for any normal day-to-day social interaction in the country where it is being learnt, and by contrast, to use the second language where, without being the native language of any social group in the country, it is none-the-less used for such purposes as the conduct of commerce, industry, law, administration, politics and education".

For us Indians, English has a special place. English has historical associations and has made an impact on our cultural life. For this reason English is not a foreign language to us, it is a second language. So in the teaching of English in India, we should treat it as a second language and not as a foreign language. The increasing awareness of the importance of English in the world should compel us to learn it for special specific purposes and for widening our intellectual horizon.

These days English is taught in India as a second language as well as a foreign language. In different states of India, English is introduced from Class VI and is compulsory upto degree level. But there is little uniformity regarding this language in school curriculum from state to state and in the duration and intensity of the programme of instructions. Some states give emphasis on English while others take it as an optional subject. The Kothari Commission recommended the three language formula which give rise to two types of English language at the school stage. First step is meant for those students who are interested to learn English, they can learn it from Class VI and the second type is that from Class VIII students who learn it as a compulsory subject.

English is no more a medium of constructions and examinations except for a few public schools and convents. in the present day Maharashtra government started English as a subject from the very first standard. So that child listen, speak, write in English should be start.

The place of English in present day curriculum clearly indicates the lack of uniform policy. No compulsion should be there. In teaching English to our students our aim should be to enable them to use English with ease and comfort, that is, to use it both instrumentally and intergratively. That is to say, they should be able to speak and write English effectively and develop an ability to understand the basic patterns of the culture of the English-speaking people. It is possible for us to realise the aims if we successfully cope with the problems of teaching English.

1.4 Elements of Language :

Durkin, D (1996) stated, " the child begins speaking with the meaning less utterance, when this utterance gets meaning it become a language. Language is the

basic tool for understanding and expressing the ideas". Learning of language includes four skills -

- (i) Listening
- (ii) Speaking
- (iii) Reading and
- (iv) Writing.

1.4.1 Listening :

Very first skill of any language is listening. Listening differs from hearing, which is a physiological process that does not involve interpretation. One can hear a foreign language with good auditory. In contrast to hearing, listening demands that one select appropriate meanings and organize ideas according to their relationships. In addition, listening calls for evaluation, acceptance or rejection, internalization and at times appreciation of the ideas expressed. Listening is the foundation of all language growth and the child with a deficit in listening skills has a handicap in all the communication skills. Good listening means not only understanding what is said but also the ability to listen critically, to make judgements and evaluations of what is being said.

1.4.2 Speaking :

After listening the most important skill in language is speaking. Speech is to be the foundation of all our language. Oral language, including listening and speaking, is identified as the primary form of language. The child's first attempted to use vocal mechanism is the birth-cry. Careful and systematic training in the actual sounds and manners of speech (speech training) will enable the majority of pupils to present their ideas attractively and clearly enough to hold for long the

interest and attention of their listeners. A person who speaks English can be

- * able to produce the characteristic English speech sounds and sound patterns, both in isolation and in combination;
- * use appropriate stress and intonation patterns;
- * use appropriate words and structures to express the intended meaning;
- * recall words and structures quickly;
- * organise his thoughts and ideas in logical sequence;
- * adjust his speech according to his audience;
- * situation and subject matter.

1.4.3 Reading :

Dr. Michael West mentions five stages in the reading process, viz. word recognition, word interpretation, synthesis, grouping and skimming. Reading involves the recognition of the important elements of meaning in their essential relation, including accuracy and thoroughness of comprehension". Reading is also a form of experience that modifies personality. A person who comprehends written English can :

- * read a passage at normal speed;
- * understand the lexical and the structural meanings of the words, phrases and sentences;
- * take in complete phrases or groups of words at once and when reading aloud, use appropriate sounds, juncture, stress and intonation patterns;

- * guess the meaning of an unfamiliar word from the context;
- * skip over unnecessary passages while skimming for information;
- * read silently without moving the lips;
- * infer the mood of the writer; e.g. serious, jocular, sarcastic.
- * recognise the meaning of various graphic signals, e.g. punctuation marks, paragraph indentation, capitalisation etc.

1.4.4 Writing :

The chief way by which we record our thoughts and speech and pass them to other people is writing them down. Even before having learned to write man had developed this method of communication. He used figures which meant something such drawings are to be seen on the walls of some caves even today. A person who can express himself in written English can -

- * write the letters of the alphabet at a reasonable speed;
- * spell the words correctly;
- * recall appropriate words and put them in sentences;
- * use appropriate punctuation marks;* link sentences with appropriate sentence connectors and sequence signals (e.g. pronouns, definite article, etc.)
- * organise thoughts and ideas in logical sequence and in suitable paragraphs around topic sentences
- * evaluate the significance of a word or a sentence in the overall context of the written passage;

The New Encyclopedia Britanica (vol.19) defines writing as ' a system of visual communication, using sign or symbols that are associated with conventional meaning or sounds they may be recorded on the surfaces of such substances as paper, stone, clay or wood'. Moffett (1979) defines writing as (i) the physical act of placing words on a page;

- * taking dictation and copying; recording graphically, one own words or more frequently the words of others
- * fashioning lexical, syntactic and hetical units of discourse into meaningful patterns
- * elaborating inner speech into outer discourse of a specific purpose and specific audience
- * as a visual representation of speech also it is a system of human inter communication by means of verbal marks used conventionally.

Besides these definitions of writing, writing as a skill have following components:

- * write the letters of the alphabet at a reasonable speed, with proper look.
- * spell words correctly.
- * recall appropriate words and put them in sentences.
- * use appropriate punctuation marks.
- * handwriting should be clear so that it makes easily readable
- * link sentences with appropriate sentences connections and sequence signals e.g. pronouns, definite articles etc.

1.4.5 Types of Writing :

Writing which is considered as an activity of a language is being classified into three type as follows :

➤ **Copying :**

The first step in teaching, writing is to develop the students ability in the formation of graphemes and to acquaint them with all punctuation. In the copying, use of visual power and motor-hand power with properly controlling is important to draw the look of letters as it is. It is mechanical process of writing.

➤ **Dictation :**

The word dictate means to speak (something) aloud for another person or for a machine to record the words said, so that they can be written down. And the word dictation means - its a test in which piece of writing is read out to people who are learning a foreign language. The aim of it is to test their ability to hear and write the language correctly. The purpose of dictation is two fold. First, it provides additional reinforcement to the relationship between the sound and the symbol that was established in reading aloud. Secondly, dictation is an excellent test of the development of the student auditory powers. Thus you will find it becomes more a test of listening comprehension than of writing. It's mean to end not an end in itself. So in short, dictation is far testing their ability to hear sounds and retain these sounds in their minds while they are writing. Teacher should see that the students do not write before they hear all the dictated phrase. This trait is called ' jumping the gun', which causes them to miss much of the dictation.

➤ **Spelling :**

Third type of writing is spellings. Before being introduced to writing, the students should be able to hear the sounds of the second language and to pronounce them aloud when they see them. They should have a corpus of vocabulary and should comprehend the grammatical structures on which they will be working as they are writing. So in the writing sequence, writing consists of the completion of exercises, to teach students :

- * to write the sounds they can understand, pronounce and read;
- * to master the forms of the grammar being studied; and
- * to proceed to activities in which they practice combining words and grammar to express themselves in writing. Hence, the first step that they should take in learning to spell what they here is to learn the different graphemes possible for each sound and the context in which each occur. The teacher should isolate these graphemes and present them one at a time in the early stages of writing.

2.4.5 Writing As A Skill :

Mastery over the activity is important in English language. Writing as a skill is complex and difficult to teach, writing require mastery not only of grammatical and rhetorical devices but also of conceptual judgement elements. The following analysis attempts to group the many and varied skills necessary for writing

➤ Grammatical Skills :

Grammatical skills means the ability to write correct sentences. It is mainly concerned with the correct use of grammar i.e. language. The formulation of correct sentence is important.

➤ Stylistic Skills

Stylistic skills means the ability to manipulate the sentences. Stylistic Skills use language effectively. It is mainly concerned with the effective use of language.

➤ Mechanical Skills :

Mechanical skills means the ability to use correctly those conventions peculiar to the written language. e.g. punctuation, spelling, proper look of the letters etc. The third and actual writing convention, which is necessary for the student to master is mainly related to the punctuation and spellings, neat and clear with proper look

of the letters, appropriate space between two letters, and between two words, use of capital letters..... etc.

➤ **Judgement Skills :**

Judgements skills means the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select organise and order relevant information. This ability is essential for both native speaking and foreign student alike.

1.5 Importance of Writing In A Language :

Writing is of immense importance in a language. The main aim of writing is to train the student in existing himself effectively in good english. According to Bacon, " reading maketh a full man, conference a ready man and writing an exact man". Emphasising the importance of writing Mahatma Gandhi says, " fair and legible hand-writing makes a man perfect in all walks of life". In the words of Bell, " writing is a tool to enable us to express what is in our mind and for some people is almost as important as speech".

Gaudar said, " Writing has an instrumental value in schools it is a means of preserving the knowledge which the pupil has gained or the judgement he has formed. It serves as a check on his forgetting useful item of knowledge and ideas. The habit of making notes of what is read and of summarising helps the recollection of what has been studied". According to Bell, " Writing is a difficult act. It requires complete control of the muscles of the hand and wrist and this control a small child does not neutrally possess". So there is need to teach writing. It involves :

- * teaching to develop the skill of controlling the small muscles of the fingers and the wrist, while writing;

- * teaching co-ordination of hand and eye;
- * getting students to do exercises in written work.

For the good writing mechanics following features are very important as -

- * make letters of the right shape and size
- * giving proper spacing between letters, words and lines
- * using capital letters and other punctuation marks
- * controlling the small muscles of the fingers and wrist to have fluent hand-involvement in writing.

1.6 Value of Good-Hand Writing :

Good handwriting is a great asset. It gives pleasant impression and adds charm to one's writing. It helps children to acquire habits of accurate observation, neatness and precision. Beautiful handwriting is like a beautiful flower.

Gauder said" the inculcation of correct writing habit is a duty which the teacher dare not shrink. It is a part of the general training of character. Hence it is highly destractable that children should be carefully taught the art of handwriting".

➤ Criterion of Good-Hand Writing

The qualities of good handwriting for the is as follows:

- (i) Legibility
- (ii) Attractiveness
- (iii) Uniformity
- (iv) Distinctiveness
- (v) Good styled
- (vi) Correctly spaced between two letters and words

➤ **Causes of Poor Hand Writing :**

Each individuals handwriting is deviated from the printing style of a book. Sometimes it becomes poor so that we can-not understand and read. Following are the possible reasons of poor hand writing.

- a) Sometimes it is due to initiation of bad examples
- b) The use of ball pens or fountain pens at very early stages of writing
- c) Lack of good sitting arrangement
- d) Poor sitting postures.
- e) The not so good quality and proper ink
- f) Ways of holding pen or pencil
- g) Lack of freedom of hand movement
- h) Lack of practice in writing
- i) Physical defects in the students.

➤ **Measure to Improve Poor Hand Writing :**

Following measures are likely to help the students in acquiring good hand writing :

- (i) Use of four-lined note books
- (ii) Sitting in proper posture
- (iii) Having the proper position of desks
- (iv) Use of calligraphy note-books
- (v) Arranging competitions
- (vi) Showing model hand-writing
- (vii) Holding the pen properly

- (viii) Checking mistakes
- (ix) Using black-boards for difficult words
- (x) Motivating pupils to find their own mistakes
- (xi) Use of proper writing material
- (xii) Individual attention; adequate practice.

For improvement of hand-writing it is desirable to give adequate exercises in writing viz. transcription, dictation and composition should be given to the students.

1.7 Statement of the Problem :

Appropriate shaped, proper handwriting looks good and easy to read. People also think that our handwriting is the mirror of our personality. Good-handwriting communicates ideas and expressions. Hence, good-handwriting is important dimension in this competitive era for the students. For that writing abilities should be developed from the childhood. The present study is going to check the writing abilities of students. Therefore the statement of problem is stated as :

" COMPARATIVE STUDY OF WRITING ABILITY OF V GRADE AASHRAMSHALA AND NON-AASHRAMSHALA STUDENTS IN ENGLISH LANGUAGE".

1.8 Variables :

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables. Following are the variables found in

the study. The students studying in Aashramshala and Non Aashramshala record as the independent variable. The Writing ability of students in Aashramshala and Non-Aashramshala recoded as the dependant variable.

1.9 Delimitations :

Following are the delimitations of the study :

- (i) The present study is being delimited to Class V students only.
- (ii) This study is being delimited to hand writing ability only.
- (iii) Research scholar assess the writing ability with following criterion only.
 - * Legibility
 - * Size of letters
 - * Use of capital letters
 - * Space between two words

1.10 Definitions and Explanations of the terms :

➤ Writing :

For the purpose of present study, writing interpret as handwriting.

➤ Criterion of Measurement :

This handwriting ability can be measured through :

◆ Legibility

Dictionary meaning of legibility means - clear enough to read or capable of being read or deciphered. In short, all the small and capital letter should be readable. So, we can easily drawn the proper meaning.

◆ **Size of Letters :**

All the small and capital letters are of the same size. There should be proper teaching and placing of letters between two lines. So that we get proper look of the letters.

◆ **Appropriate use of capital letter :**

Generally capital letters are used at the beginning of sentences at the beginning of the name of person or proper noun. These rules used in the paragraphs of copying and dictation.

◆ **Proper Gap/Space Between Two Words :**

Generally, 5-10mm of space found between two words.

1.11 Objectives :

Whatever we can do in our life, its according to our goals. For the present study following are the objectives decided :

- To assess the legibility in English writing during dictation of Aashramshala and Non-aashramshala students.
- To assess the legibility in English writing during copying of Aashramshala and non-aashramshala students.
- To compare the size of letters in English writing during copying of Aashramshala and non-aashramshala students.
- To measure the size of letters in English writing during dictation of Aashramshala and non-asshramshala students.
- To measure the use of capital letters in English writing during copying of Aashramshala and non-asshramshala students.

- To measure the use of capital letters in English writing during dictation of Aashramshala and non-aashramshala students.
- To assess the space between two words while dictation in English writing of Aashramshala and non-aashramshala students.
- To assess the scope between two words during copying in English writing of Aashramshala and non-aashramshala students.
- To compare writing ability of Aashramshala and non-aashramshala students while copying.
- To compare writing ability of Aashramshala and non-aashramshala students while dictation.

1.12. Hypotheses :

- There will be no significant difference between Aashramshala and non-aashramshala student in respect of writing abilities.
- There will be no significant difference between Aashramshala and non-aashramshala student in respect of the component of writing ability
- There will be no significant difference between Aashramshala and non-aashramshala student in respect of the dictation.
- There will be no significant difference between Aashramshala and non-aashramshala student in respect of the component of dictation.
- There will be no significant difference between Aashramshala and non-aashramshala student in respect of the copying.
- There will be no significant difference between Aashramshala and non-aashramshala student in respect of the component of copying.

1.13 Significance of the Study :

Language has always been the media of expression and communication of ideas. It is mostly used in the forms of written and spoken. Writing is a permanently proofed form of communication. It do not require the other person should be present in front of us. So writing becomes more important. Good handwriting is the symbol of good personality. Gandhiji says, " fair and legible handwriting makes a man perfect in all walks of life".

Today we seen that, the student of this era have pessimistic view about writing neatly. They feel burden on them when teachers gives some exercises which based on their handwriting. This lazy attitude and improper guideline of handwriting is becomes the reason to have less marks in the examination. The paper-checker do not even read the handwriting which is not neatly and clearly drawn on the paper.

With the understanding of this, the researcher want to know what kind of errors student do when they write. Investigator want to investigate that what kind of difference in the writing abilities of Aashramshala student and Non-Aashramshala student.