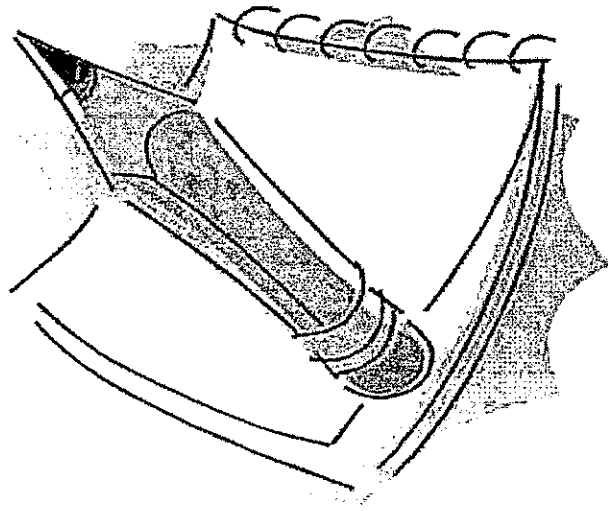


CHAPTER I



INTRODUCTION

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English is a member of the Indo-European family of languages. This broad family includes most of the European languages spoken today. The Indo-European family includes several major branches; Latin and the modern Romance languages (French etc.); the Germanic languages (English, German, Swedish etc); the Indo-Iranian languages (Hindi, Urdu, Sanskrit etc); the Slavic languages (Russian, Polish, etc); the Baltic languages of Latvian and Lithuanian the Celtic languages (Welsh, Irish, Gaelic etc); Greek.

In its widest sense; the is now conveniently used to comprehend the language of the English people from their settlement in Britain to the present day, the various stages through which it has passed being distinguished as Old, Middle, and New or Modern English. **Yann Martell (2001)** English in India has a legacy from the British who colonized the country and their language permeated through some of the most important part of society; the government, the media, the education system, the legal system and gradually the social sphere as well. Furthermore, **Yann Mortell (2001)** views that, India is a vast nation and in terms of number of English speakers, its ranks third in the world after U.S.A. and the U.K.. An estimated four percent of the population use English and Even though this may seem like a small number that is about forty million people. This small segment of the population controls the domain, which has professional and social prestige. Though it is closer to British English since it originates from that style, with the influx of globalization American English has definitely had an impact on the youth

as well as in the professional sphere. However, it can neither be classified as American nor as British English. It intermingled with other Indian languages and emerged with its own distinct flavor. This had made several scholars realize that it cannot be equated with either.

Language so far as we know, is something specific to human, that is to say it is the basic capacity that distinguishes human from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

1.1. LANGUAGE ACQUISITION:-

Tomasello, M. (2008) views that, language acquisition is the process by which human acquire the capacity to perceive, produce and use words to understand and communicate. This capacity involves the picking of diverse capacities including syntax, phonetics, and an extensive vocabulary. This language might be vocal as with speech or manual as in sign. Language acquisition deals with acquisition (inborn children and adults) of an additional language. This capacity to acquire and use language is a key aspect that distinguishes humans from other organisms.

While many forms of animal communication exist, they have a limited range of no syntactically structured vocabulary tokens that lack cross cultural variation between groups. A major concern in understanding language acquisition is how these capacities is picked up by infants from what appears to be very little input. A range of theories of language acquisition has been created in order to explain this apparent problem including innatism in which a child is born prepared in some

manner with these capacities; as opposed to the other theories in which language is simply learned.

According to **Steven Pinker, Massachusetts Institute of Technology (1989)**; Language acquisition is one of the central topics in cognitive science. Every theory of cognition has tried to explain it, probably no other topic has aroused such controversy. Possessing a language is a quaint essentially human trait: all normal human speaks, no nonhuman animal does. Language is the main vehicle by which we know about other people's thoughts, and the two must be intimately related. Every time we speak we are revealing something about language, so the fact of language structure is easy to come by, these data hint at a system of extraordinary complexity. Nonetheless, learning a first language is something every child does successfully, in a matter of a few years and without the need for formal lessons. With language so close to the age of what it means to be human, it is not surprising that children's acquisition of language has received so much attention. Anyone with strong views about the human mind would like to show that children's first few steps are steps in the right direction.

Researchers such as Noam Chomsky, Jean Piaget, Lev Vygotsky, and Stephen Krashen postulated theories that revolutionized the notion of language acquisition by emphasizing the role that cognitive processes internal to the language learner play in the language acquisition process. The results of research by these language theorists has resulted in new approaches to language instruction that de-emphasize the role that the environment plays, and instead of being rooted in the behavioral psychological theory of stimulus-response, they are rooted in cognitive psychology, as well as in constructivist teaching theories that emphasize the role that each learner plays as he/she constructs meaning from what

he/she learns. Among these new approaches to language instruction are the Natural approach and Communicative Language approaches, which change the role of the language learner from one of imitator, memorizer, or pattern practicer, to one of immerser, collaborator, and negotiator (Rodgers, 2001). In such approaches, listening comprehension of carefully presented comprehensible input takes on a more significant, crucial role in the early stages of language instruction. Such approaches focus on negotiation of meaning rather than grammatical or lexical correctness. Listening comprehension is a multi-step mental process that ultimately determines the output and “produce[s] improvement in oral proficiency” (Cheung, 2010).

1.2 FIRST AND SECOND LANGUAGE ACQUISITION:-

Linguists define First language as the language a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity. In some countries, the terms first language or native language refers to the language of one’s ethnic group rather than one’s first language.

MacWhinney, Brian (1981) Second language acquisition is the process by which people learn a second language. That is, it is the process of learning an additional language by someone who has already learned a native language or first language or multiple native languages. Second language acquisition is learning a second language after a first language is already established. Many times this happens when a child who speaks a language other than English goes to school for the first time. Children have an easier time learning a second language, but anyone can do it at any age. It takes a lot of practice.

1.3 DIFFERENCE BETWEEN FIRST AND SECOND LANGUAGE:-

Cook V.J.(1969) and Bley-Vroman (1988), differentiate the first and second language acquisition in following way,

TABLE NO-1.1

Feature	L1 acquisition	L2(2 nd language) acquisition
1.Overall success	children normally achieve perfect L1 mastery	adult L2 learners are unlikely to achieve perfect L2 mastery
2.General failure	success guaranteed	complete success rare
3. Variation	Little variation in degree of success or route	L2 learners vary in overall success and route
4. Goals	target language competence	L2 learners may be content with less than target language competence or more concerned with fluency than accuracy
5. Fossilization	unknown	common, plus backsliding(i.e. return to earlier stages of development)
6.Intuitions	children develop clear intuitions about correctness	L2 learners are often unable to form clear grammaticality judgments
7. Instruction	not needed	helpful or necessary
8.Negative evidence	correction not found and not necessary	Correction generally helpful or necessary
9.Affective factors	not involved	Play a major role determining proficiency

1.4 ENGLISH AS A SECOND LANGUAGE ACQUISITION:-

The acquisition of English as a second or foreign language is studied primarily by applied linguists. People learning a second language pass through some of the same stages, it includes overgeneralization, as do children learning their native language. However, people rarely become as fluent in a second language as in their native language. Some linguists see the earliest years of childhood as a critical period, after which the brain loses much of its facility for assimilating new languages. Most traditional methods for learning a second language involve some systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary. The cognitive approach, increasingly forwarded by experts in language acquisition, emphasizes, extemporaneous conversation, immersion, and other techniques intended to stimulate the environment in which most people acquire their native language as children.

English as second language or as foreign language seems to be a verbal quibble. Earlier the two terms were often used interchangeably or almost so. The English on the other hand, make very careful distinction between the two. When the term English as second language is used, the reference is usually to a situation where English becomes a language of instruction in the schools, and a lingua-franca between speakers of widely diverse languages, as in India. Assigning English the status of a second language is often more fundamental to the life and functioning of the country than, when it has foreign language status (Albert, H. Marckwardt, 1965).

1.5 STAGES OF SECOND LANGUAGE ACQUISITION:-

According to **Judie Hayness (2009):-**

All new learners of English progress through the same stages to acquire language. However, the length of time each student spends at a particular stage may vary greatly.

Stage I: Pre-production

This is the silent period. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything you say. They are not really producing language but are parroting.

These new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary.

English language learners at this stage will need much repetition of English. They will benefit from a “buddy” who speaks their language. Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to English language all day long.

Stage II: Early production

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly.

Here are some suggestions for working with students in this stage of English language learning:

- Ask yes/no and either/or questions.
- Accept one or two word responses.
- Give students the opportunity to participate in some of the whole class activities.
- Modify content information to the language level of ELLs.
- Build vocabulary using pictures.
- Provide listening activities.
- Simplify the content materials to be used. Focus on key vocabulary and concepts.
- When teaching elementary age ELLs, use simple books with predictable text.
- Support learning with graphic organizers, charts and graphs. Begin to foster writing in English through labeling and short sentences. Use a frame to scaffold writing.

Stage III: Speech emergence

Students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. They will ask simple questions that may or may not be grammatically correct, such as “May I go to bathroom?” ELLs will also initiate short conversations with classmates. They will understand easy stories read in class with the support of pictures. They will also be able to do some content work with teacher support. Here are some simple tasks they can complete:

- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.

- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.

Dialogue journals are a conversation between the teacher and the student. They are especially helpful with English language learners. Students can write about topics that interest them and proceed at their own level and pace. They have a place to express their thoughts and ideas.

Stage IV: Intermediate fluency

English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English.

Student writing at this stage will have many errors as ELLs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and to make inferences from that learning. This is the time for teachers to focus

on learning strategies. Students in this stage will also be able to understand more complex concepts.

Stage V: Advanced Fluency

It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Student at this stage will be near-native in their ability to perform in content area learning. Most ELLs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.

1.6 STUDY SKILLS:-

The term 'Study Skills' refers to the various methods which students can use to make the task of studying easier as well as to retain the information they study for longer length of time. Study skills are essential to academic achievement and also to language development. We should have developed these skills as we progress through school. Developing study skills is crucial for students these days as curriculums become more intense and exams more competitive. Study Skills are defined as those techniques such as summarizing, note-taking, outlining or locating the material which learners employ to assist themselves in the efficient learning of the material at hand.

Study Skills is often defined as the ability to perform free of error, the complex task involving the activities of decoding and encoding linguistic and other symbols, with specific reference to the activities- listening, speaking, reading, writing, classroom activities that predominate in the life of students at school, college or university (**shinde, 1988**).

According to **Percival and Ellington (1984)** Study Skills refers to the method or techniques of effective learning which in turn involve a set of study skills as organization of time, effective use of time, reading skills, note-taking, concentration, essay writing, report writing, examination techniques and even job hunting skills.

According to **Harry Maddox (1963)** states that success in academic study depends on not only on ability and hard work but also on effective method of study. **Brown and Holtzman (1956)** and **Srivastava (1967)** point out that for good academic success, good study skills and attitudes are important. **Galletal (1990)** define study skill as the effective use of appropriate techniques for completing a learning task". In other words, a student who has good study skills can successfully carry out a learning task by using appropriate techniques in an effective manner. A student with poor study skills may carry out the same learning task using inappropriate techniques. **Shinde (1988)** classified study skills into three categories. A) Skills for gathering information B) Skills for storing information C) Skills for retrieving information.

1.6.1 COMPONENTS OF STUDY SKILLS:-

A) TEXT-BOOK READING:-

A primary means by which you acquire information is through reading. Reading is not running your eyes over a textbook. When you read, read actively. Read to answer questions you have asked yourself or question the instructor or author has asked. Always be alert to hold or italicized print. The authors intend that this material receive special emphasis. Also, when you read, be sure to read everything including tables, graphs and illustrations. Often time tables graph and illustrations can convey an idea more powerfully than written text. You must learn to

read with a purpose. In studying, you may read the same assignment three or four times, each time with a different purpose. You must know before you begin reading what your purpose is and read accordingly.

B) NOTE-TAKING:-

Like text book reading note taking is a skill which must be learned and refined. Almost invariably, note taking, or the lack of it, is a constant deficiency in the study methods of many high school and college students. Learning the ingredients of good note taking is rather easy; applying them to your own situation depends on how serious you are in becoming a successful student. Taking notes develops a sense of listing, allowing the reader to recognize main ideas and to understand the organization of the material. Not only does the student record significant facts but the teacher's emphases and perspectives are recorded as well. Lecture notes provide the clearest and best indication of what the student should encounter on the exam. It helps students to keep attention focused on the lecture, thereby increasing concentration, retention and understanding. It also helps students an active participant in the learning process rather than a passive listener or daydreamer. Taking notes in class means most significantly, that you are present in class, a most honorable action to take as a serious student. It help students sort out important information-by synthesizing and beginning and the actual learning making the material his own.

C) MEMORY:-

The art of memorization is referred to as mnemonics. Mnemonics are methods for remembering information that is otherwise quite different to recall. A very simple example of a Mnemonic is the "30 days hath September" rhyme. The basic principle of mnemonics is to use as many of the best functions of the human brain as possible to code information.

Memorization begins with the simple act of taking notes on what you are hearing in class as reading in the text. Next you must;

- a) Rewrite and organize notes.
- b) Create index cards on key terms or definitions.
- c) Review and recite frequently.

D) TEST-PREPARATION:-

Ideally, preparation for tests begins on the first day of class and continues throughout the semester. It depends on many factors.

- a) The importance of regular attendance
- b) Keeping up with reading assignments.
- c) Taking notes in class.
- d) Doing assignments in time.

Each of these contributes towards laying a firm foundation for test preparation.

E) CONCENTRATION:-

According to **Peak Performance Information**, concentration is the act or process of concentrating, the process of becoming concentrated, or the state of being concentrated; especially the fixing of close, undivided attention. Concentration is an essential mental skill for optimal performance. Not only for sports such as shooting, archery, golf and tennis but for all activities. Best of all, like other skills, it can be learned. Concentration is being in the present, not analyzing or focusing on what happened a second ago or will happen one second from now. It sounds easy, as though everyone should be able to do this without much effort or training. But formidable obstacles stand in the way of attentiveness or concentration. Concentration involves focus of attention and dissociation

from potential distractions. Good concentration ability means that the individual learns to overcome internal noise, concern and anxiety.

F) TIME-MANAGEMENT:-

Time management in study sessions aims to ensure that activities that achieve the greatest benefit are given the greatest focus.

According to **Bailey Shoemaker Richards (2010)**, Students who have good time management skills are more likely to get better grades and have more free time. Time management skills are important, it is one of the most crucial skills any student can have. Academic success is dependent on more than being an intelligent student or just getting good grades. Managing academic performance through good time management skills is essential to getting the most out of an education. Time management can seem like an obsessive scheduling process in which every minute of the day is planned out, leaving no time for relaxing or hanging out with friends. However, time management is the skill of being able to complete tasks in an organized manner; the awareness of how much time things like school work will take is the central quality of time management.

1.7 NEED AND SIGNIFICANCE OF THE STUDY :-

Learners in the Indian classroom lack of Linguistic skills and acquisition of English i.e. reading, writing, comprehension, note-taking, concentration etc.

The acquisition that students develop in English language may considerably influence the overall academic achievement of students. Hence the present study focuses on bringing up a model to develop language acquisition in the Indian classroom. Considering the challenges of learning English in India the study elaborates the study skills pattern that will enhance learning of English to develop language acquisition

Competence of learners. So, the present study focuses on students study skills and their relation to English language acquisition.

1.8 STATEMENT OF THE PROBLEM:-

Study skills and Acquisition of English as a second language among the 8th standard students; A study.

1.9 VARIABLES OF THE STUDY:-

1.9.1 Study skills

1.9.2 English language acquisition

1.10 OPERATIONAL DEFINITION OF THE VARIABLES UNDER STUDY:-

For the purpose of present study the independent variable and the dependent variable has been defined as:-

Study Skills - Galletal (1990) defines study skill as the effective use of appropriate techniques for completing a learning task”.

- It contains the following techniques.
 - a) Text-book reading
 - b) Note taking
 - c) Memory
 - d) Test preparation
 - e) Concentration
 - f) Time management.

English language acquisition:-

It refers to the acquired potentials in a language acquisition. It contains-

- Grammar in use.
- Comprehension.

- Expression.
- Essay Writing.
- Letter Writing.

1.11 OBJECTIVES OF THE STUDY:-

Following objectives are kept in view while conducting this investigation:

- To study the difference between study skills and English language acquisition of 8th standard students.
- To study the difference between study skills and English language acquisition of Boys of 8th standard.
- To study the difference between study skills and English language acquisition of Girls of 8th standard.
- To study the Study skills level of Boys and Girls.
- To study the English language acquisition level of Boys and Girls.

1.12 HYPOTHESES OF A STUDY:-

The objectives stated above helped the researcher to formulate the major hypotheses of the study.

- There is no significant difference between study skills and English language acquisition of 8th standard students.
- There is no significant difference between Study skills and English language acquisition among Boys.
- There is no significant difference between Study skills and English language acquisition among Girls.
- There is no significant difference between Boys and Girls of 8th std. students in Study Skills.
- There is no significant difference between Boys and Girls of 8th std. students in English Language Acquisition.

1.13 DELIMITATION OF THE STUDY:-

1. The study was confined to student of four different schools in Latur city.
2. The study was conducted only on 8th standard students.
3. The study was conducted only on 100 students.

1.14 SUMMARY:-

In this chapter, the investigator has discussed about the problem, its theoretical backgrounds, and the need of the study and also the operational definitions of the terms. The objectives and hypothesis of the study have been formulated and presented. The delimitations of the study have also been mentioned.