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***INTRODUCTION***

# CHAPTER - I

## 1.1 INTRODUCTION

Language is the most important part not only of school curriculum but it is also necessary for the all round development of personality thus special emphasis is needed to be focussed particularly in language.

In our educational system, a three language formula has been accepted in which the first language should usually be the mother tongue, the second language should be Hindi where it is not mother tongue, the third language should usually be English, but could also be any other foreign language. In Madhya Pradesh government schools English language introduced at VIth standard therefore a structural and systematic teaching is a must for the enhancement of learning sense towards English language and basic vocabulary of language.

There are three major components of language that is

- \* Structure of Expression
- \* Structure of Content
- \* Structure of Vocabulary

Vocabulary is one of the major content of the language. It is a basic need of the individual to express his/her thoughts, emotions, feelings appropriately. Vocabulary is necessary for proper exchange of our thoughts for proper exchange of information thus it is very necessary for teacher to give proper attention to this aspect of the language right from the VIth standard. Teacher should adopt such strategies which will help students to attain sufficient vocabulary so that further he can increase his basic structure of vocabulary

## 1.2 WHAT IS LANGUAGE ?

Language is defined as the expression of thoughts, and various metaphors put across the same view. Language as clothing for naked ideas. Language as vehicle for the conveyance of meaning, language as a body for the temporary incarnation of each conceptual soul.

The approach is often implicit rather than explicit. It lies behind such statements as these :

*“A sentence gives expression to a subject to which the speaker wishes to draw the hearer’s attention, and also to something which he wishes him to think with reference to that subject.”*

*.....Any utterance which calls up in the mind of the receiver these two linked things is a sentence (Gratten, J.H.G. and Currey P : Our Living Language, London, Nelson 1925)”*

Language does not exist : it happens. It is neither an organism as many nineteenth century linguists saw it nor an edifice, as it was regarded in the early modern ‘structuralist’ period of linguistics language is activity, basically of four kinds : speaking listening, writing and reading.

## 1.3 THREE LANGUAGE FORMULA

The three language formula has been accepted as national policy. A child at the completion of ten years of school should be competent in the first language to be able to understand and express himself in the second language and be able to comprehend the third language in its ordinary printed form. The first language should usually be the mother tongue. The second language should be Hindi where it is not the mother tongue. The third language should usually be English but could also be any other foreign language. Sanskrit or Persian could be introduced as a part of the first or second language or introduced separately as a fourth subject.

## **1.4 TEACHING OF ENGLISH ACCORDING TO NATIONAL CURRICULUM FOR ELEMENTARY AND SECONDARY EDUCATION**

At the upper primary stage pupils competence in language has to be strengthened further to an extent so as to enable them to use language effectively in their further day-to-day life. They should be introduced to various forms of literature in mother tongue/Regional language. They should be able to express their reaction in speech and in writing, to whatever they read and listen special stress should be laid down on the applied side of language. Teaching of language at the secondary stage will be required to be literature oriented and it is at the upper primary stage when its basis should be proposed. In upper primary classes pupils should also be exposed to applied grammar. In order to enable them to develop additional insight to the nature, structure and function of language. Learners at this stage are also required to be introduced to the second and third languages. However teaching of the second and the third language is to be planned keeping in view that the exposure of the pupils to these languages is comparatively very much restricted. There is hardly any chance for them to enrich their command of these languages except through reading. Therefore, the teacher of these languages should be satisfied if the pupil learns to operate satisfactorily within the limits of a controlled vocabulary and graded structure.

## **1.5 WHAT IS VOCABULARY**

### **“The Structure of the Vocabulary”**

Oxford Dictionary contains nearly 415,000 words. Semantic is a part of language component in which we study the meanings of these words. The magnitude of such immense words has serious implications for the future of semantics. Modern linguistics is dominated by the idea of structure. Developing Saussure's conception of language as a Gestalt, a highly organised system of interdependent elements it seeks to determine

the unique structure of each idiom the fundamental pattern which differs from one language to another.

To oppose the structural side of a language to its 'semantic' side is to suggest that the latter has no structure at all whereas what is really meant is simply that it does not have the same kind of structure as the phonological and grammatical system. "I do not find language either systematic or wholly unsystematic" wrote the late professor Entwistle "but impressed with patterns generally incomplete by our pattern making minds." It is such incomplete pattern and half finished designed that we are likely to encounter in the semantic structure of a language.

In recent years there have been a number of attempts to discover some of the principles on which the vocabulary is organised. These inquiries have moved on three different plans : that of single words, that of conceptual spheres and lastly that of the vocabulary as a whole.

## **1.6 STATEMENT OF THE PROBLEM**

**"A sociological analysis of class VII<sup>th</sup> student's performance on selected vocabulary items."**

## **1.7 OBJECTIVES OF THE STUDY**

1. To compare the English vocabulary of girls and boys of VII<sup>th</sup>.
2. To compare the English vocabulary of govt. school students and private school students.
3. To study the impact of caste in to English vocabulary of class VII<sup>th</sup> students.
4. To study the effect of parent's occupation in to English vocabulary of VII<sup>th</sup> students.

5. To study the effect of parent's income in to English vocabulary of VII<sup>th</sup> students.
6. To study the effect of family size in to English vocabulary of class VII<sup>th</sup> students.
7. To study the effect of parent's Education into English vocabulary of class VII<sup>th</sup> students.

## **1.8 DELIMITATION OF THE STUDY**

- (i) This study is confined to the students of class VII<sup>th</sup> only.
- (ii) This study is limited to the schools of Bhopal city only.
- (iii) This study is conducted for dissertation purpose only.

## **1.9 NEED AND SIGNIFICANCE**

The main function of educational research is to improve the educational procedures through the refinement and extension of knowledge. Each research is taken to improve the existing educational process. This study also has some need and significance. This study is chosen by the researcher because almost all main subjects are studied by a government school students up to primary level excluding English language. He studies English language class VI<sup>th</sup> onwards therefore it is very difficult for him to make a balance between mother tongue and English language and various factors are involved with the students which affects his achievement so the researcher felt the need of a systematic study to analyse there performance in a sociological perspective. This study shall help to create a suitable environment in the classroom according to the background of the students.

It will help the teacher to improve students learning and classroom problem with which teacher is encountering because of students background.