

## A Linguistic Ability of Students in Secondary Class of Delhi

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**Abstract-** In India, there is impressive variety in languages talked even inside barely characterized locales, for example, the district. A common language is likewise helpful for international trade. While English isn't the main conceivable lingua franca, it is a characteristic one given India's colonial past and given the impact of the United States on the planet economy. Then again, the utilization of English is solidly dug in government and schools because of the colonial past. To be a government official or instructor (other than at low levels), one should be capable in English.

These occupations are viewed as alluring in India since they are office employments giving secure employment and great advantages. Conversely, most occupations in the India are on family cultivates or in easygoing labor, which tend to give indeterminate methods for employment and include strenuous physical labor. Although just 0.2% of the Indian population revealed English as their mother tongue in the 2001 Census, extensively more know it as a second or third language. As indicated by the 1991 Census, 11% of the Indian population reports English as a second or third language. It is generally trusted that English information has developed since 1991, yet there has been no data to substantiate these cases as of recently, with the arrival of the India Human Development Survey (IHDS), 2005. This article elaborates the factors affecting linguistic skills.

**Keywords:** India, language, English, mother tongue, linguistic skills

### **1. Introduction**

These four skills give learners chances to create contexts in which to utilize the language for exchange of real information, evidence of their own ability (proof of learning) and, most important, certainty. Tuning in and reading are the receptive skills because learners don't have to create language, they get and understand it. These skills are at times known as passive skills. The productive skills are speaking and writing because learners are applying these skills in a need to create language. They are also known as active skills.



## 2. FACTORS AFFECTING LINGUISTIC SKILLS

A few students learn another language more rapidly and easily than others. This straightforward fact is known by all who have themselves learned a second language or taught the individuals who are using their second language in school. Clearly, some language learners are fruitful by ethicalness of their sheer determination, hard work and constancy. Anyway, there are other crucial factors influencing achievement that are largely outside the ability to control of the learner. These factors can be broadly categorized as internal and external. It is their unpredictable interplay that determines the speed and facility with which the new language is learned.

### *Internal factors*

Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

- **Age:** Second language acquisition is influenced by the age of the learner. Children, who already have strong literacy skills in their very own language, appear to be in the best position to acquire another language effectively

- **Personality:** Introverted or anxious learners usually make slower advance, particularly in the development of oral skills. They are less inclined to take advantage of chances to speak, or to search out such chances.
- **Native language:** Students who are learning a second language which is from the same language family as their first language have, in general, a substantially easier task than the individuals who aren't. In this way, for example, a Dutch child will learn English more rapidly than a Japanese child.

### *External factors*

External factors are those that characterize the particular language learning situation.

- **Curriculum:** For ESL students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less inclined to place if students are completely submersed into the mainstream program without any extra assistance or, then again, not allowed to be part of the mainstream until the point when they have reached a certain level of language proficiency.
- **Instruction:** Clearly, some language teachers are superior to anything others at providing appropriate and viable learning experiences for the students in their classrooms. These students will make faster advancement. The same applies to mainstream teachers in second language situations. The science teacher, for example, who knows that she too is in charge of the students' English language development, and makes certain accommodations, will add to their linguistic development.
- **Culture and status:** There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower advance.

### 3. ANALYSIS AND INTERPRETATION OF DATA

The present chapter study and analyze the linguistic skills of deprived and non-deprived students, boys' and girls' students of secondary class, students having a place with general category and others of secondary class, secondary class students having a place with rural area and urban area, secondary class students having a place with government schools and public schools. No scale was accessible to quantify linguistic skills. Along these lines most importantly it was

fundamental to build up the tests for reading, writing skills in English language. Two skills were considered here, and every aptitude was contemplated independently.

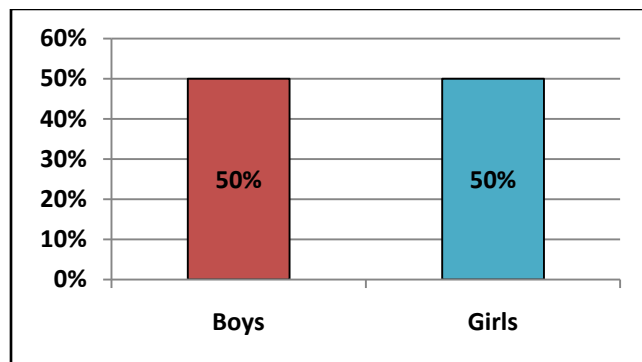
#### **4. DATA ANALYSIS AND INTERPRETATION**

##### **4.1 Demographic Profile of the Students**

###### **1. Gender**

**Table 4.1 Gender of the students**

<b>Gender</b>	<b>Frequency</b>	<b>%</b>
Boys	200	50%
Girls	200	50%
Total	400	100%



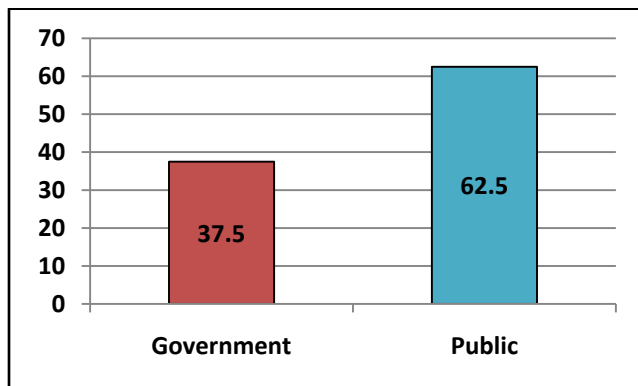
**Figure 4.1 Gender of the respondents**

Out of the total 400 students 200 (50%) of the students are boys and 200 (50%) of the students are girls of 9<sup>th</sup> standard.

## 2. Type of school

**Table 4.2 Type of school**

Type of school	Frequency	%
Government	150	37.5%
Public	250	62.5%
Total	400	100%



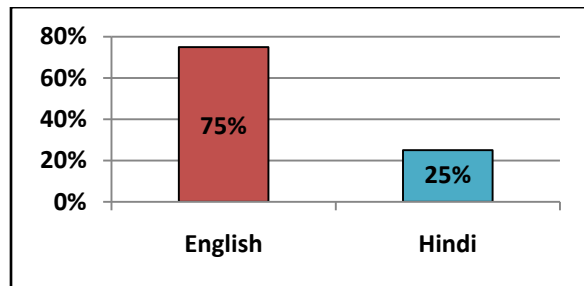
**Figure 4.2 Type of school**

Out of the total 400 students 150 (37.5%) of the students are belongs to government schools while 250 (62.5%) of the students belongs to public school.

## 3. Medium of school

**Table 4.3 Medium of school**

Type of school	Frequency	%
English	300	75%
Hindi	100	25%
Total	400	100



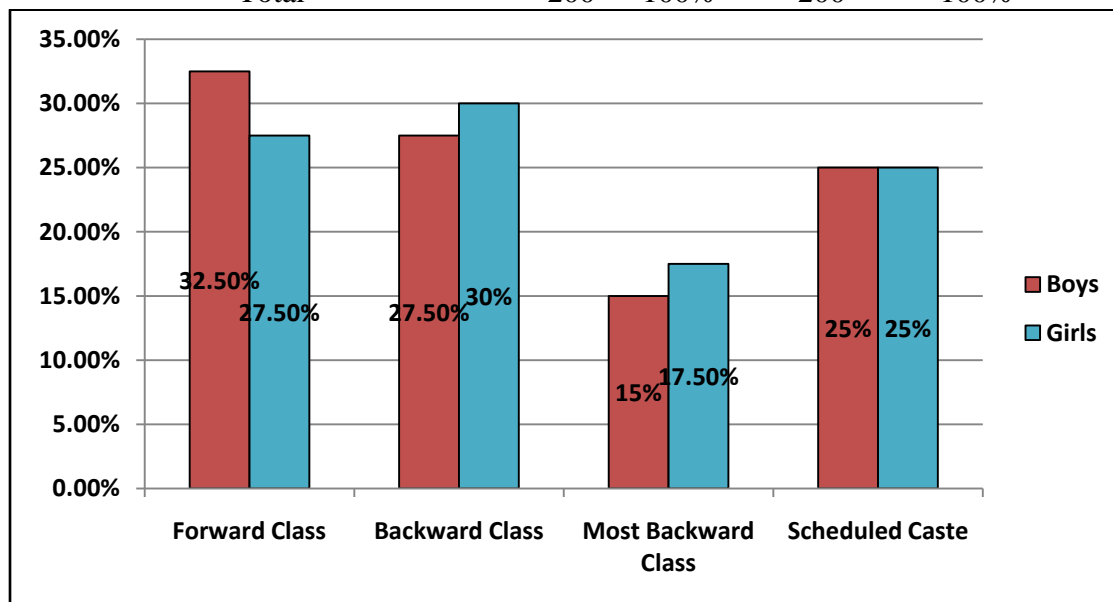
**Figure 4.3 Medium of school**

It can be seen from table 4.3 and figure 4.3 that 300 (75%) of the students are studying in English medium and 100(25%) of the students are studying in Hindi medium.

**4. Respondents By Community**

**Table 4.4 Respondents by community**

Type of school	Boys	%	Girls	%
Forward Class	65	32.5%	55	27.5%
Backward Class	55	27.5%	60	30%
Most Backward Class	30	15%	35	17.5%
Scheduled Caste	50	25%	50	25%
Total	200	100%	200	100%



**Figure 4.4 Respondents by community**

It can be seen from table 4.4 and figure 4.4 that 65 (32.5%) of the boys and 55(27.5) of the girls belongs to forward class, 55(27.5%) of the boys and 60(30%) of the girls belong to backward class, 30(15%) of the boys and 35(17.5%) of the girls belong to most backward class, 50(25%) of the boys belong to schedule caste and 50(25%) of the girls belong to schedule caste.

#### **4.2 Interaction Analysis of Deprivation (D) X Sex (S) with Writing Skill Scores of Deprived and Non-Deprived Students**

The communication impacts of deprivation and sex with composing ability have been contemplated in this segment. Each was having two dimensions Thus 2x2 factorial designs was utilized. The subjects were recognized for every cell of (2x2) design. The summaries of related information have been appeared in Table – 4.5.

*H<sub>1</sub>: There is no significant difference in linguistic skills (writing skill) in English language among deprived and non-deprived students.*

*H<sub>3</sub>: There is no significant difference in linguistic skills (writing skill) between boys and girls students of secondary class.*

Table-4.5 demonstrates the necessary values for every cell of the design. The analysis of variance (ANOVA) of writing skill scores have been introduced in Table-4.6.

#### **Table 4.6 Analysis of variance (ANOVA) of writing Skill Scores of (D X S) Groups of Non-Deprived and Deprived Students**

Source of Variance	Df	SS	MS	F	Significance
Deprivation	1	1857.71857	1857.7	20.10	0.001
Sex	1	12.96	12.96	0.16	0.71
Dep. X sex	1	124.63124	124.63	1.45	0.255
within groups	201	16856.928	83.86		

It might be noted from Table-4.6 that F-ratio for the main impact of deprivation was observed to be 20.10 with 1 and 201 degrees of freedom. This value was significant at 0.01 levels. The F-ratio for main impact of sex was 0.16 and for interaction impact of D X S was 1.451 each with 1 and 201 degrees of freedom. The F-values were not significant at any level.

Further, the t-test was utilized to follow out the genuine contrast in the groups. The T-values were determined for various combinations and have been given in Table-4.7.

**Table 4.7 Significance of Difference between Writing Skill Scores of D X S groups of Non-Deprived and Deprived Students**

S. No.	Combination of group	Means	Difference of Means	df	SED	t-Value
1.	D1~D2	54.63~47.52	7.11	202	1.52	3.582**
2.	D1S1~D2S1	50.84~46.12	4.72	60	1.86	3.10**
3.	D1S2~D2S2	55.23~47.89	7.34	60	2.41	3.87**
4.	S1~S2	51.48~49.66	1.82	398	1.02	3.35**
5.	D1S1~D1S2	52.47~54.91	2.44	60	2.38	0.96
6.	D1S1~D2S2	48.78~47.42	1.36	60	1.89	0.71

## 5. Conclusion

Language is a vital piece of regular day to day existence, both for the general public and for every worldwide establishment. Certain languages, for example, English, hold uncommon positions inside global organizations. They convey a component of intensity which can influence basic leadership and institutional strategies. Foundations confront the issue of choosing between a couple of select languages to build productivity and set aside some cash and choosing multiple languages to maintain balance and stay away from disappointment. This is the issue at the center of all linguistic policy dialogs, particularly for universal organizations. Language decision is troublesome and has numerous ramifications. All languages accompany an arrangement of standards and values and are besides impacted by their local speakers and the language's history. Subsequently, language decision inside foundations is an exceedingly political and discussed theme, despite the fact that this isn't intensely reflected in the IR writing. Language is basically a



skill; it's anything but a substance subject. There are four essential skills of language. They are Listening, Speaking, Reading and Writing.

First and foremost, teaching of English in India was totally writing focused in which this writing had western impact? Little consideration was paid to linguistic parts of English. The Indian instructors at school level pursued the interpretation technique. Auxiliary or customary grammar was educated.

Language learning is a testing undertaking requiring consistent exertion particularly for youthful students. Amusements urge students to coordinate their energy towards language learning by furnishing them with important contexts. Consequently, it is vital that instructors ought not to consider recreations to be time fillers or apparatuses designed for the sake of entertainment just, however incorporate them into their remote language teaching programs. It is conceivable to concoct numerous depictions proposed by different researchers about the idea of games.

Reading and writing ,since they are firmly connected ,commonly strengthen one another and, along these lines, advance realizing when they are incorporated in classroom exercises .Their integration takes into consideration multiple ways to deal with undertakings ,covering all learning styles .Students turn out to be better readers ,scholars and masterminds when they get the hang of reading and writing together .Writing exercises rouse students to read and re-read in that they give a reason to reading and expect students to end up effectively drew in with a content .Writing upgrades students' understanding and enhances the maintenance of what they read .It can fill in as a vehicle through which students sort out and clear up their contemplations on a reading .likewise ,writing makes comprehension of a reading noticeable ,giving instructors chances to evaluate students' capacity and to detect any misguided judgments or areas of disarray .To create uplifting mentalities towards writing and conquer psychological obstructions, peer audit was empowered as a synergistic procedure to enable them to gain from one another. The point of this procedure was to diminish the degree of the students' fear in light of the fact that every aware of the way that his or her associate experienced issues in writing .The students were urged to enable each other to enhance the substance and the association of the sections as opposed to concentrating on syntactic errors .To stay away from debilitation ,the input given by the teacher to the students was sure in general .The focal point of the criticism was on qualities as opposed to shortcomings .Integrating reading and writing skills adversely affected the students' mentalities . After the trial, members had a more positive state of mind towards writing.

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