



Effectiveness of perceptions on English Achievement Test and English Language Achievement of Class IX students

RASHMIKA N. PARMAR
Ph.D. Research Scholar
Department of Education

Hemchandracharya North Gujarat University Patan

DR. JAYENDRA AMIN
Associate Professor & Chairperson,
Centre for Studies and Research in Education,
School of Education, CUG, Gandhinagar

Abstract:

The language teaching is very important and integral part of school education. One of them is teaching of English in our schools. The researcher rendered his services as a teacher in higher secondary school for three and half years and has also remained as resource person and attended teacher training programme conducted by Government of Gujarat. The present research therefore gains a social vitality and validity as it provides enough insights about the English language teaching and learning which has been a problem for a long for students, teachers with objectives of to develop and implement neuro linguistic approach on English language for Class: IX, to study the effectiveness methods and compare the mean retention scores of students of experimental group and control group. Experimental method applied to the study and study found that gender-wise, habitat-wise and socio-economic status-wise no significant difference between mean score of the students having low Intelligence with low, moderate and high Socio-Economics status on the achievement Test of English of the Class: IX.

Keywords: *Neuro linguistic approach, Neuro linguistic approach programme, linguistic approach on English language, Class: IX, teaching of English*

1. Introduction

Education is one of the basic needs of human beings. Education has the capacity for bringing about change. Education is one of the most important building blocks for a nation as it serves as an instrument of economic and social development. It is through education that a child gets equipped with skills and competencies essential for a successful life. Education is a process of development from birth to death. Education refines sensitivities and perception that contribute to individual growth and development, social cohesion and national spirit. Education hence, as a system becomes a potent instrument for achievement of society's goals. Modern educationists may answer to education as an essential requirement for social justice and equity. Jurists may find its answer in the constitutional commitments and also in the judgments delivered by the courts in different cases. Psychologists may consider it is an important tool to bring an effective change in the behavior pattern of the pupils; economists may hope prosperity and economic wellbeing of the general public. Others may treat it as a step for further education. However, all have advocated the need of education for all.

Human beings are social animals, who always have the thirst of eagerness to know things in and around. To satisfy the thirst of eagerness interaction and communication are necessary and to fulfill this purpose language plays an important role in the life of mankind. Without language human beings are unthinkable. It promotes our thoughts, mediates our relations with others and even creeps in our dreams. It plays an important part in unifying a vast and complex world. Without it, society as we now know would be impossible. The overwhelming bulk of human knowledge is stored and transmitted in language. Language learning requires active participation of learners. Whatever is learnt needs constant practice and use for consolidation of knowledge. **Hutchison and Waters (1987)** pertinently point out, "learning a language is not just a mental process but a process of negotiation

between individuals and society”.

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 pipeline for the stream learning. The **NCERT (1966)** observed, “English is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges we give up English we could out ourselves off from the living stream of ever-growing knowledge. **Education Commission (1964-1966)** as rightly stressed that English would play 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 Master’s degree, unless he has acquired a reasonable proficiency in English.

2. Statement of the Problem

Effectiveness of perceptions on English Achievement Test and English Language Achievement of Class IX students

3. Objectives of the Study

1. To Construct and try-out of perceptions on English Achievement Test scale for students of Class IX.
2. To Construct and try-out of English Language Achievement for students of Class IX.
3. To study the effectiveness of English Language Achievement for students of Class IX with reference to gender, habitat, types of Socio-economics status and level of intelligence.
4. To study the Effect of Type of Socio-Economics Status-wise, Habitat-wise and Gender-wise and its interaction on Achievement Score on English of students having low Intelligence.

4. Operational Definitions

4.1 English Language Achievement

By English Language Achievement, the investigator means, how far Class IX students have reached the expected level of achievement of the pre-defined skills namely listening, speaking, reading, writing, grammar, vocabulary and comprehension assessed through appropriate tests.

5. Delimitations of the Study

The present investigation has the following delimitations:

1. This study is delimited to English Achievement Test and home environment only.
2. The Study is delimited to government schools and private school only.
3. For collection of data regarding English language achievement, the investigator was construct and administer a tool considering the components like chapter and class of IX of secondary school of the Mehsana district during the year of 2020-2021.

6. Method Used for The Present Study

After reviewing the characteristics of the different methods of educational research, the investigator was decided to use the survey type of research for the present study.

7. Population and Sample

All the students studying in Class IX in the Government and private school with traditional and English medium language of instruction were considered as the population for the present study. Stratified random sample technique were used for the selection of the sample for the present study.

8. Tools Used for The Present Study

By keeping various objectives and purposes of the study in mind, the investigator was prepared the following tools for the present study for the purpose of data collection.

- A. Bio-data form
- B. English Language Achievement Test
- C. Score in Previous Examination as the level of the Intelligence

9. Administration of the Tools

Investigator conveys the prior permission from the principal of concerned schools. Then with the help of the class teachers, he was met the students of these schools, were introduced himself, were explained the purpose of his visit and also the items in the research tool. The students were asking to fill in the bio-data form. Then they were instructed to respond to the items in the tools. The filled-in response sheets were properly collected. Thus, the tools were administered.

10. Statistical Techniques

The Following statistical techniques were used for present study.

Mean, Class Deviation, ANOVA and Correlation used for the data analysis

11. Major findings of the study

Table 1: Major findings of the study

Ho	Hypothesis	F-Value	Sig.
1	There will be no significant difference between mean score of the students having low Intelligence with low, moderate and high Socio-Economics status on the achievement Test of English of the Class: IX.	1.46	NS
2	There will be no significant difference between mean score of the habitat of students having low Intelligence on the achievement Test of English of the Class: IX.	2.48	NS
3	There will be no significant difference between mean score of the gender of students having low Intelligence on the achievement Test of English of the Class: IX.	0.08	NS
4	There will be no significant difference between interaction of Type of Socio-Economics Status X Habitat of the students having low Intelligence with low, moderate and high Socio-Economics status on the achievement Test of English of the Class: IX.	2.21	NS
5	There will be no significant difference between interaction of Type of Socio-Economics Status X Gender of the students having low Intelligence with low, moderate and high Socio-Economics status on the achievement Test of English of the Class: IX.	1.76	NS

12. Summary

A problem cannot be solving with the help of preparing research plan only. Research plan directs only direction to solve the problem, and every problem is related with the different variables they may be directly or indirectly. Attempts and practice to solve the selected each problem makes the phenomena to understand the problem and this is making the situation to probable solution of the problem. Effectiveness of the present research will be useful and fruitfulness either it will be applied at the various level of the research of the English Achievement of the students. In this present research there is intelligence-wise significant difference found, it has been also seen that their habitat-wise, gender-wise and SES-wise no any significant difference found on the English Achievement Test.

References

1. Buch, M. (1974). Survey of Educational Research.
2. Chauhan, S.S. (1979). Innovation In Teaching Learning Process. New Delhi: Vikas Publishing House.
3. Kothari C.R. (1994). Research Methodology, Methods and techniques, New Delhi: Willey Eastern Publications Ltd.
4. NCERT (2005). Science and Technology. New Delhi: NCERT Publication. Quality Concern on Teacher Education Volume 1/Issue 5(PART 1.1)/Dec 2013/ISSN 2321-7073