

AWARENESS LEVEL OF HIGH SCHOOL STUDENTS OF U.P. BOARD TOWARDS ENGLISH LANGUAGE

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ABSTRACT

English is the language of the world. Since its inception this language has never seen back. English is the language which has dominated the national scene for more than two centuries. It had been the language of the rulers as it was introduced in India by the foreign invaders who wanted to produce, **“a class of people Indian in blood and color but English in taste, opinion, morals and intellect.”** The knowledge of English provided by the Britishers proved beneficial for the Indians in numerous ways. Our leaders came in contact with the other revolutionary ideas. Even Indian people of one region were not able to communicate with the other because they did not understand the language of each other. Therefore, a unifying language was extremely needed. This purpose was served by English language. It thus, proved to be the language which promoted nationalism that ultimately resulted in Independence of India.

Introduction-

“It seems impossible to imagine English ever becoming a dead language so long as it possesses the immense capacity for adapting itself to every change in the history of civilization.”

The English of India is not only used as mother tongue by several million people but also as a second language. As a second language it enjoys great prestige and fulfills an essential role in the education and educational life of the nation. But the teaching of English in India is not in accordance with the aims of teaching English. Many a time's neither the teachers nor the students are well acquainted with the aims of learning English. The conditions under which it is being taught are far from satisfactory. But the situation cannot be left to itself. Various Commissions and Conferences have also emphasized the importance of English time to time.

Pt. Jawaharlal Nehru has rightly said, **“English is our major window in the modern world. It is a language which is rich in literature, humanistic, scientific and technological aspects.”**

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Importance of English in India-

Following are the basic reasons behind the importance of English in India-

- English being an official language in administration.
- English being a language of International Trade and Industry.
- English being a language of the court.
- English being a link language.
- English being an educational language.
- English being a language of Cultural Unity.
- English as a window of the Modern World.

Topic of Study-

“Awareness level of High School Students of U.P. Board towards English language.”

Objectives of the Study-

The following objectives were framed for the study-

1. To study the Awareness Level of High School Students of Rural area towards English language.
2. To study the Awareness Level of High School Students of Urban area towards English language.
3. To study the Awareness Level of High School Female Students of Rural area towards English language.
4. To study the Awareness Level of High School Male Students of Rural area towards English language.
5. To study the Awareness Level of High School Female Students of Urban area towards English language.
6. To study the Awareness Level of High School Male Students of Urban area towards English language.

Hypotheses-

The following hypotheses were framed-

1. There is no significant difference between the awareness level of high school students of rural and urban areas towards English language.
 2. There is no significant difference between the awareness level of high school male and female students towards English language.
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3. There is no significant difference between the awareness level of high school male and female students of rural area towards English language.
4. There is no significant difference between the awareness level of high school male and female students of urban area towards English language.

Method Used-

For the present study Descriptive Survey Method was used.

Sample-

200 High School Students of U.P. Board were selected by Simple Random Sampling Technique. Out of these 200 students, 100 students were males and 100 were females. Out of these 100 males, 50 students were from rural area and 50 were from urban area. Similarly, out of 100 female students, 50 were from rural area and 50 were from urban area.

Analysis and Interpretation-

The obtained data was subjected to necessary statistical computation.

Table 1: Showing the test of difference of mean scores of High School Students of Rural and Urban Areas.

Area	N	Mean	S.D.	SED	t-ratio	Level of Significance
Rural	100	79.10	88.4	1.31	5.11	Significant at .01 level
Urban	100	81.80	85.8			

From table 1 it is clear that the mean scores of high school students of rural area is 79.10 and SD is 88.4 whereas the mean scores of high school students of urban area is 81.80 and SD is 85.8. The calculated t- value is 5.11 which is greater than the tabular value at .01 level. So our null Hypothesis No.1 is rejected as there is significant difference in the awareness level of high school students of rural area and urban area towards English language.

Table 2: Showing the test of difference of mean scores of High School Male and Female Students towards English language.

Sex	N	Mean	S.D.	SED	t-ratio	Level of Significance
Male	100	78.70	93.4	1.31	2.67	Significant at .01 level
Female	100	82.20	79.1			

From table 2 it is clear that the mean scores of high school male students is 78.70 and SD is 93.4 whereas the mean scores of high school female students is 82.20 and SD is 79.1. The calculated t-

value is 2.67 which is greater than the tabular value at .01 level. So our null Hypothesis No.2 is rejected as there is significant difference in the awareness level of high school male and female students towards English language.

Table 3: Showing the test of difference of mean scores of High School Male and Female Students of Rural Area towards English language.

Sex	N	Mean	S.D.	SED	t-ratio	Level of Significance
Male	50	76.6	85.6	1.8	2.77	Significant at .01 level
Female	50	81.6	76.4			

From table 3 it is clear that the mean scores of high school male students of rural area is 76.6 and SD is 85.6 whereas the mean scores of high school female students of rural area is 85.6 and SD is 76.4. The calculated t- value is 2.77 which is greater than the tabular value at .01 level. So our null Hypothesis No.3 is rejected as there is significant difference in the awareness level of high school male and female students of rural area towards English language.

Table 4: Showing the test of difference of mean scores of High School Male and Female Students of Urban Area towards English language.

Sex	N	Mean	S.D.	SED	t-ratio	Level of Significance
Male	50	80.8	96.1	1.83	1.09	Significant at .01 level
Female	50	82.8	72.9			

From table 4 it is clear that the mean scores of high school male students of urban area is 80.8 and SD is 96.1 whereas the mean scores of high school female students of urban area is 82.8 and SD is 72.9. The calculated t- value is 1.09 which is less than the tabular value at .01 level. So our null Hypothesis No.4 is accepted as there is no significant difference in the awareness level of high school male and female students of urban area towards English language.

Main Findings-

The findings of the following study were-

1. The students of urban area were found to be more aware that the students of rural area towards English language.
2. The female students were more aware than the male students towards English language.
3. The female students of rural area were more aware towards English language in comparison to the male high school students of rural area.

4. Both the male and female high school students of urban area were equally aware towards English language.

Educational Implications-

- Teacher must adopt various new methods and techniques of teaching English language.
- English language must be taught with the help of audio-visual aids.
- The teacher must possess effective communication skills in English.
- The teaching method adopted by the teacher must be according to the mental level, age and needs of the students.
- Time to time Seminars, Conferences, Workshops and Group Discussions must be conducted both for the teachers as well as the students.
- Assignment work must be allotted to the students.
- As far as possible teachers must be sent for the Refresher Courses or Orientation Programs.

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