

ENGLISH LEARNING AND DIFFICULTIES FACED HIGH SCHOOL LEVEL. (ELDFS)

B. HARIPRIYA.,
M.Phil., Research Scholar,
Department of English,
Ponnaiyah Ramajayam Institute of Science and
Technology
Thanjavur, Tamilnadu 613403

Dr. V. INDHUMATHI MA., MPhil., M.Ed., Ph.D
Assistant professor, Department of English,
Prist University,
Thanjavur, Tamilnadu 613403

ABSTRACT

Education is one of the most potent instruments to bring about transformation in both society and the individuals. Education system shapes the mankind and plays an important key role in heralding human culture. Education is viewed as a sum total of what is received through learning that is acquisition of knowledge, skills, attitudes and values, transmission of culture, development of personality and an aid self-actualization. According to Froebel, "Education is a process by which a child makes its internal, external". Thus education prepares a person for facing new situations. It has been an exhilarating experience for the investigator in undertaking this research. The findings of the research will go a long way in evaluating and planning strategies for the furtherance of English teaching and learning in the schools. With better orientation and approach to the teaching of English as a second language, specially the four skills the students will surely and certainly become proficient in communicating and master in English.

Keywords: knowledge, skills, attitudes and values, evaluating and planning strategies.

INTRODUCTION:

Education is one of the most potent instruments to bring about transformation in both society and the individuals. Education system shapes the mankind and plays an important key role in heralding human culture. Education is viewed as a sum total of what is received through learning that is acquisition of knowledge, skills, attitudes and values, transmission of culture, development of personality and an aid self-actualization. According to Froebel, "Education is a process by which a child makes its internal,

external”. Thus education prepares a person for facing new situations. Education is expected not only to provide skills for survival and growth but also has to engender in students some basic human values and familiarize them with the formal and informal principles of a particular society. In this view, the aim of education should not be the learning or teaching of social, physical, biological, engineering or medical sciences, but the growth of body, mind and the soul. It should aim at happiness, friendliness and adoption of human values like hope and equality, culminating into more civilized philosophy of life.

NEED AND IMPORTANCE:

Developing English language difficulty faced are removed it is important for better relationships and for a more fulfilling life, both in the workplace and at home. A language plays a vital role in human life. Language is a means of communication. It's the medium by which thoughts are conveyed from one person to another and its a means of social control. Each community, says Leonard Bloomfield (1933), the famous linguist, “is formed by the activity of language”, No society can function without it, nor is it possible to think without language. When we think of anything, we give shape to our thinking with the help of language.

Man alone uses language for communication. As Dwight Bolinger says, “Language is species – specific. It is uniquely human trait shared by the cultures so diverse and by individuals physically and mentally so unlike one another” Language is one of the most important characteristic forms of human behaviour. It is man's ability to use language for the purpose of communication that distinguishes him from others animals.

OBJECTIVES:

The following were the objectives formulated for the present study

1. To find the level of difficulties faced by rural students in learning English at the high school level with regard to age.
2. To find the level of difficulties faced by rural students in learning English at the high school level with regard to sex.

HYPOTHESES:

The following were the hypotheses formulated for the present study:

1. The level of difficulties faced by rural students in learning English at the high school level with regard to age.

2. The level of difficulties faced by rural students in learning English at the high school level with regard to sex.

METHOD:

Normative survey method has been used in the present investigation which gathers data from a large number of cases.

SAMPLE:

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from where it is drawn, contrary to some population opinion, samples are not selected haphazardly; but they are chosen in a systematically random way. So, the chance or the operation of probability can be utilized. The investigator has randomly selected 200 rural students from the high schools of Villupuram district for the present study. He collected 200 samples from government schools. He used the random sampling method as the sampling technique.

STATISTICAL TECHNIQUES:

Depending upon the objectives and nature of the hypotheses of the study, the investigator used the following statistical techniques for analyzing and interpreting the data. (A) T – test, (B) chi-square

TOOLS USED:

Suitable tools are used for collecting the data required for the study. The selection of suitable tools is necessary for successful research. The investigator can use one or more tools for a single study. The nature of the tool depends on the nature of the problem under investigation and the sample of the study by keeping the various objectives of the study in mind; here the investigator used the following tool for data collection.

1. Tool
2. Personal data sheet

Tool

The investigator has prepared the tool difficulties faced by rural students in learning English at the high school level by his own.

Personal data sheet

The personal data sheet is prepared to collect data regarding variables such as sex, age and there details are used to interpret the data. The subjects read the items and write or work their responses in the space provided in the personal data sheet.

TABLE 1
LEVEL OF DIFFICULTIES FACED BY RURAL STUDENTS IN LEARNING ENGLISH AT
THE HIGH SCHOOL LEVEL WITH REGARD TO AGE

Dimensions	Age	Low		Average		High	
		N	%	N	%	N	%
Personal-Psychological Peer and Parental	Fourteen	26	17.22	88	58.28	37	24.50
	Fifteen	7	14.29	26	53.06	16	32.65
Peer Achievement	Fourteen	43	28.48	72	47.68	36	23.84
	Fifteen	12	24.49	26	53.06	11	22.45
Teacher Characteristics and Teaching Methods	Fourteen	30	19.87	51	33.77	70	46.36
	Fifteen	10	20.41	19	38.78	20	40.82
Total	Fourteen	30	19.87	78	51.66	43	28.48
	Fifteen	10	20.41	24	48.98	15	30.61

It is inferred from the above table that 17.22%, 14.29% of students from age group of 14 and 15 have low level and 58.28%, 53.06% of students from age group of 14 and 15 have average level and 24.50%, 32.65% of students from age group of 14 and 15 have high level of learning difficulties with respect to personal – psychological peer and parental respectively. 28.48%, 24.49 % of students from age group 14 and 15 have low level, 47.68% , 53.06% of students from age group 14 and 15 have average level, 23.84%, 22.45% of students from age group 14 and 15 have high level of learning difficulties with respect to peer achievement respectively.

19.87%, 20.41 % of students from age group 14 and 15 have low level, 33.77%, 38.78% of students from age group 14 and 15 have average level, 46.36%, 40.82% of students from age group 14 and 15 have high level of learning difficulties with respect to teacher characteristics and teaching methods respectively. 19.87%, 20.41% of students from age group 14 and 15 have low level, 51.66%, 48.98% of students from age group 14 and 15 have average level, 28.48%, 30.61% of students from age group 14 and 15 have high level of learning difficulties in total respectively.

TABLE- 2

**LEVEL OF DIFFICULTIES FACED BY RURAL STUDENTS IN LEARNING ENGLISH AT
THE HIGH SCHOOL LEVEL WITH REGARD TO SEX**

Dimensions	Sex	Low		Average		High	
		N	%	N	%	N	%
Personal-Psychological Peer and Parental	Male	16	17.02	53	56.38	25	26.60
	Female	17	16.04	61	57.55	28	26.42
Peer Achievement	Male	28	29.79	45	47.87	21	22.34
	Female	27	25.47	53	50.00	26	24.53
Teacher Characteristics and Teaching Methods	Male	27	28.72	38	40.43	29	30.85
	Female	13	12.26	32	30.19	61	57.55
Total	Male	23	24.47	50	53.19	21	22.34
	Female	17	16.04	52	49.06	37	34.91

It is inferred from the above table that 17.02%, 16.04% of boys and girls have low level and 56.38%, 57.55% of boys and girls have average level and 26.60%, 26.42% of boys and girls have high level of learning difficulties with respect to personal – psychological peer and parental respectively.

29.79%, 25.47 % of boys and girls have low level, 47.87%, 50% of boys and girls have average level, 22.34%, 24.53% of boys and girls have high level of learning difficulties with respect to peer achievement respectively. 29.79%, 25.47 % of boys and girls have low level, 47.87%, 50% of boys and girls have average level, 22.34%, 24.53% of boys and girls have high level of learning difficulties with respect to peer achievement respectively.

FINDINGS:

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

- 1 58.28% of students by the age group 14 and 53.06 % of students by the age group 15 have average level in personal-psychological peer and parental and 47.68% of students by age group 14 and 53.06% of students by the age group 15 have average level of peer achievement and 33.77% and 38.78% of them have average level in teacher characteristics and teaching methods 51.66% and 48.98% of them have average level in total.

2 56.38% of male and 57.55% of female have average level in personal-psychological peer and parental and 47.87%, 50% of them have average level in peer achievement and 40.43%, 30.19% of them have average level in teacher characteristics and teaching methods and 53.19%, 49.06% of them have average level in total .

CONCLUSION:

It has been an exhilarating experience for the investigator in undertaking this research. The findings of the research will go a long way in evaluating and planning strategies for the furtherance of English teaching and learning in the schools. With better orientation and approach to the teaching of English as a second language, specially the four skills the students will surely and certainly become proficient in communicating and master in English.

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