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## **GRT** A COMPARATIVE STUDY OF ENGLISH LINGUISTIC SKILLS OF THE STUDENTS STUDYING AT ELEMENTARY LEVEL

**Preeti Tyagi<sup>1</sup> and Neeta Kaushik<sup>2</sup>**

<sup>1</sup>Assistant Professor , SRM University, NCR campus, Modinagar, UP, India

<sup>2</sup>Reader , J.V Jain college, Saharanpur, UP, India

**Abstract:**It has been widely stated that English language teaching/ learning in Hindi speaking states of India like Uttar Pradesh is not up to mark all though nearly everyone believes that learning English as an international language is essential for getting success in the present era of globalization, liberalization and privatization. But on analysis of data and many researches we find that after using various methods, strategies and techniques we are still failed in achieving our goal to enable students in acquiring competency in English language. Therefore, the present study was planned to investigate the status and obstacles in the path of English linguistic skills at Elementary level, due to them we are still unable to enhance our command over English linguistic skills. This study has special significance for language teachers, educators, students and policy planners.

**Keywords:**English linguistic skills, Linguistic competence.

### **INTRODUCTION :-**

Language is a systematic communication by vocal symbol. It is a universal characteristic of the human beings. Language is clearly a kind of code to the extent that it is symbolization of the phenomenon of existence and imagination. To use a language correctly and appropriately in grammatical manner a child requires the knowledge of the phonology, morphology, syntax and semantic of a language. These are called linguistics. The linguistic aspects of a language competence are those that have to do with achieving and internalized functional knowledge of the elements and structures of the language. These are as follows:

1. Phonology and orthography
2. Grammar
3. Vocabulary
4. Discourse (Textual)

After acquiring command on these linguistic skills a child might be able to use a language in grammatically correct manner proficiently. This goes to show how essential the linguistic skills are? Hence, a person's linguistic skills are his asset that will aid him on the track of success.

### **JUSTIFICATION OF THE STUDY**

In India there are two basic streams of school education, namely government schools and private schools especially at primary to higher secondary level. Generally the medium of instruction in government schools be either Hindi or regional language and in private schools it is generally English (with reference to Uttar Pradesh). It is generally found that the students of government schools are poor in spoken English, while the spoken English of the student's studies in private schools is good. In writing, however both of them have lack competency in English linguistic skills. This may be the consequence of the fact that though they are taught English in schools but they do not get the appropriate environment to practice it at their homes and social

setups to acquire proficiency in it.

The present generation is seriously suffering with lack of competency in English linguistic skills. Our medium of Hindi and teaching of English as a second language also create hindrance in path of acquiring command in English. Considering the today's hi-tech world to lead a successful and ideal life development of English language is essential. Without acquiring command in English at elementary level a child might not be able to attain success in his / her life and can't succeed to lead his nation on the path of progress as elementary education in India is the foundation on which the development of every citizen and the nation as a whole hinges. Therefore, a need was felt by the researchers involved in the study in hands to study the areas of difficulty in English linguistic skills of the students at elementary level and to cope up and might be able to reach the roots of our weaknesses. This study is considered significant from various aspects and finding of this study may be proved helpful for teachers, educators, students and policy planners.

### **Operational Definition of the Terms**

#### **English Linguistic skills**

“English linguistic skills are an individual's ability to be proficient in the understanding of English language scientifically and use it in grammatically correct manner both in oral and written form to accomplish linguistics goals”.

#### **Linguistic Competency**

“Linguistic competency may be defined as a speaker – listener's ability to speak and understand language in a grammatically correct manner”.

#### **Objectives**

1. To compare the English linguistic skills of the students studying at elementary level in schools of rural and urban area.
2. To compare the English linguistic skills of the students studying at elementary level in government and public schools.
3. To compare the English linguistic skills of the students studying at elementary level in government and public schools of rural area.
4. To compare the English linguistic skills of the students studying at elementary level in government and public schools of urban area.

#### **HYPOTHESES**

1. There is no significant difference between the English linguistic skills of the students studying at elementary level in schools of rural and urban area.
2. There is no significant difference between the English linguistic skills of the students studying at elementary level in government and public schools.
3. There is no significant difference between the English linguistic skills of the students studying at elementary level in government and public schools of rural area.
4. There is no significant difference between the English linguistic skills of the students studying at elementary level in government and public schools of urban area.

#### **Delimitation of the study**

1. The study has been conducted on a group of 400 students.
2. The study has been confined to the students of class 8th.
3. The study has been confined only to English linguistic skills.
4. The study confined to the district Ghaziabad.

#### **Population and sample**

For the present study the population has been defined as 8th class students studying in government and public schools of rural and urban area of district Ghaziabad. For this study a sample of 400 students has been drawn by random sampling method.

#### **Method**

Considering the nature and objectives of the present study as well as the resources of the investigator, Normative Survey Method of research was used in the present investigation.

**Variables**

For the present study no variable is dependent. The independent variable is the English linguistic skills of the students.

**Tool used**

For collecting the data about the status of English linguistic skills of the students, a self-developed achievement test titled 'Linguistic Competency Based English Language Achievement Test' was used.

**Data collection**

After finalizing the sample, tool and techniques for data collection, the investigator contacted the heads of schools. She discussed in details the purpose of investigator with the heads of respective schools and sought permission to collect data.

**Statistical techniques used in the study**

To test all the hypotheses parametric statistic has been used. The 't' test has been used to see the difference between the groups. For applying 't' test mean and standard deviation have been calculated.

**Result**

To find out the difference between the English linguistic skills of the students studying at elementary level 't' test was applied.

**Table -1**  
Showing comparison between the English linguistic skills of the students studying in rural and urban schools

Groups	No. of students	Mean	S.D.	S.Ed.	't' value	Df
Rural	200	13.76	6.65	.70	14.6**	398
Urban	200	23.98	7.48			At.05 level-1.97 At.01 level-2.59

\*\*Obtained 't' value is significant at both the level of confidence.

As the above table demonstrate, the 't' value has come out to be 14.6 which is significant at both the levels of confidence hence, the null hypothesis is rejected. Difference between these two groups has been retained. Therefore, it may be concluded that the English linguistic skills of the students studying in schools of urban area are better in comparison to those studying in rural area.

**Table -2**  
Showing comparison between the English linguistic skills of the students studying in government and public schools

Group s	No of studen t	Mea n	S.D .	S.Ed .	't' valu e	Df
Govt.	200	16.66	7.99	0.84	5.27**	398
Public	200	21.09	8.88			At.05 level-1.97 At .01 level-2.59

\*\*Obtained 't' value is significant at both the level of confidence.

As the table value described, the value of 't' has come out to be 5.27 which is significant at .01 and at .05 levels of confidence hence, the null hypothesis is rejected. Therefore, it may be concluded that the English linguistic skills of the students studying at elementary level in public schools are better in comparison to those studying in government schools.

**Table -3**  
Showing comparison between the English linguistic skills of the students studying in government and public schools of rural area

Groups	No of student	Mean	S.D.	S.Ed.	't' Value	Df
Govt.	100	11.98	6.38	0.90	3.95**	198
Public	100	15.54	6.47			At.05 Level-1.97 At.01 level-2-60

\*\*Obtained 't' value is significant at both the level of confidence.

As the above table demonstrates, the calculated 't' value (3.95) is more than the table value of df at both the level of confidence hence, the null hypothesis is rejected and showing a significant difference between the two groups. Therefore, it may be concluded that the students studying in public schools of rural area are better in English linguistic skills in comparison to those studying in government schools.

**Table -4**  
Showing comparison between the English linguistic skills of the students studying in government and public school of urban area

Group s	No of Studen t	Mea n	S.D .	S.Ed .	't' value	Df
Govt.	100	21.33	6.61	0.99	5.35*	198
Public	100	26.63	7.39			At.05 level -1.97 At.01 level -2.60

\*\*Obtained 't' value is significant at both the level of confidence

As the above table shows clearly that the calculated 't' value is more than both the level of confidence hence, the null hypothesis is rejected. On the basic of this it may be concluded that the significant difference between these two groups are retained and in English linguistic skills the students of public schools of urban area are better than to the government schools' students.

#### FINDINGS

- 1.English linguistic skills of the students studying in schools of urban area are better in comparison to those studying in rural area.
- 2.English linguistic skills of the students studying in public schools are better in comparison to those studying in government schools.
- 3.English linguistic skills of the students studying in public schools of rural area are better in comparison to those studying in government schools.
- 4.English linguistic skills of the students of public schools of urban area are better than to the government school's students.

#### CONCLUSION

The hypothesis reads as 'there is no significant difference between the English linguistic skills of the students studying at elementary level in schools of rural and urban area' is rejected at .05 and .01 level ('t'=14.6) indicates that difference exists between the English linguistic skills of rural and urban areas at elementary level. Mean scores shows that urban students are better in their English linguistic skills as compared to rural students. Findings also gets supported from the studies of beg Anjali (1990) Anddey, Saraswati(1991), who also found that English linguistic skills of urban students were superior to rural students.

While considering the difference in English linguistic skills of the students studying in government and public schools it was found the public schools' students showed markedly good linguistic skills as compared to government schools' students.

Alavender, R. (1992) also found in his study that English reading competency of the students of private schools was superior to those from government schools. The reason behind this may be that in almost all public schools English is the medium of instruction & in government schools English is only one of the subjects. So, the students studying in private institution get more opportunities to communicate in English, which would enhance their linguistic skills.

When English linguistic skills of the students of government and public schools of urban area were compared, it was found that the achievement of urban public schools was better than to government schools. Grover, Santosh (1991) also found the achievement of central schools' pupils was superior to government schools' pupils, although his study was confined to reading ability only. Reason it explicate, public school's pupils found more chance of exposure and more enriched structural climate.

Similarly the results regarding to the performance of government & public schools of rural area was that the mean scores of rural public schools (15.54) were greater than to rural government schools (11.98) & the performance of rural government schools' students was worst & their linguistic skills were less developed in comparison to all students reason behind it was the lack of exposure opportunities.

In both the cases students studying in private schools were better in English linguistic skills than the students studying in government schools. The logic behind such result may also lies on the fact that English being considered as international language, excessive efforts have been made for development of linguistic competency in English be it a rural area or urban, public schools or government.

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**Preeti Tyagi**

Assistant Professor, SRM University, NCR campus, Modinagar, UP, India

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