

International Multidisciplinary  
Research Journal

Golden Research  
Thoughts

Chief Editor  
Dr.Tukaram Narayan Shinde

---

Publisher  
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor  
Dr.Rajani Dalvi

Honorary  
Mr.Ashok Yakkaldevi

---

## Welcome to GRT

RNI MAHMUL/2011/38595

ISSN No.2231-5063

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### *International Advisory Board*

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Janaki Sinnasamy Librarian, University of Malaya	Ecaterina Patrascu Spiru Haret University, Bucharest	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Anurag Misra DBS College, Kanpur	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	.....More
Titus PopPhD, Partium Christian University, Oradea, Romania		

### *Editorial Board*

Pratap Vyamktrao Naikwade ASP College Devrukh, Ratnagiri, MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yalikal Director Management Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play, Meerut (U.P.)	Maj. S. Bakhtiar Choudhary Director, Hyderabad AP India.	S.KANNAN Annamalai University, TN
	S. Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

Address:- Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India  
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.aygrt.isrj.org



## EFFECT OF LINGUISTIC ENVIRONMENT ON ACHIEVEMENT IN ENGLISH - A SURVEY

**Antoinette Sujatha and J .Kausalya**

Research Scholar, Mother Teresa University, Tamilnadu  
Reader (Rtd.), NKT National College of Education for women, Chennai

**Abstract:-** English is the chief language in the Indian education system today. All the prestigious schools and colleges use English as their medium of instruction. Today, careers in the field of science and technology, business and commerce require a good knowledge of English. Most of the works in the field of space, nuclear technology, medicine etc. are available only in English. Linguistic environment refers to these personal factors as general factors/features of society that contribute of second language learning. The main focus is that the years of exposure, to the target language, multilingual ability, the use of English language at home, with peer group, the reading habits, and the degree of interest or liking towards the English language. Some learners, because of certain effective factors, are able to exploit formal learning environments for extensive practice while others derive only limited benefit from formal instruction. This study investigated the linguistic environment effect on achievement in English. Here the investigator collected data from the higher secondary school students studying in Chennai district. The sample selected through stratified random sampling technique. Self made tool has been used for collecting data. The data were analyzed and found that gender is not influencing the linguistic environment, but the CBSE students are having more linguistic environment than the students studying India. Linguistic environment has influence on the achievement in English. This study warranted the importance of linguistic environment for the students.

**Keywords:** Linguistic Environment , Achievement , education , medicine

### INTRODUCTION

Many writers across world agree that English is the 'queen of languages'. Shri C. Rajgopalachari once wrote "English language is the greatest gift of Goddess Saraswati to India". The United Nations Organization (UNO) has given English the status of an official language. It is not just because it is one of the most widely spoken languages, but also because the use of English has made the social and economic exchange between people of different communities and cultures practically possible. It is well recognized that English-speaking persons can be traced in all the continents of the world and is the reason for its importance in the compulsory education of many countries across the globe. It is not only used in public and private offices but also in education institutions, media, sports and business. If it were not for English, we would not have seen India's heading large corporate or occupying key positions in organizations across the globe.

English is the chief language in the Indian education system today. All the prestigious schools and colleges use English as their medium of instruction. Today, careers in the field of science and technology, business and commerce require a good knowledge of English. Most of the works in the field of space, nuclear technology, medicine etc. are available only in English. The vocabulary and terminology used in these are available in English. Therefore, English has become a passport of getting a good job not only in India but also abroad in almost all fields. With the growing importance of computers in every field, the English language has received a further boost. The Radhakrishna University Education Commission recommended that "English is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges we give up English, we would cut ourselves

off from the living stream of ever-growing knowledge.”

English is a language with great reach and influence. It is taught all over the world under many different situations. The main objective of this study is 1) primarily based on two sources of information 2) Student’s language background and information and 3) Their level of English proficiency. Information on the students level of English proficiency in speaking, reading, writing, listening and comprehension and information on the language background / linguistic environment, place of birth, native language and type and amount of language spoken at home and school.

### **Factors affecting English language proficiency and Achievement in English**

English language learning, language proficiency and Achievement in English are affected by many factors. They are age, locality, motivation, attitude, self-efficacy, self-confidence, language anxiety, home environment, school environment, learning strategies, learning environment and linguistic environment. The linguistic environment has been found to be a significant determinant of student learning and has made invaluable contributions to educational innovation and improvement particularly at the classroom level. Over the years, various settings, dimensions and concepts involving the linguistic environment have been looked into.

### **Linguistic Environment**

Refers to the language development in learners, which is assisted by certain environmental conditions. Such as exposure, the stimulus, and evoked in the learner to relate and to be understood the interactional situation and the learning atmosphere in society, home and school. In such as environment the learner has opportunities for absorbing and developing linguistic rules. Linguistic environment refers to these personal factors as general factors/features of society that contribute of second language learning. The main focus is that the years of exposure, to the target language, multilingual ability, the use of English language at home, with peer group, the reading habits, and the degree of interest or liking towards the English language.

### **The Purpose of the Study**

The concern of this study, therefore, is to investigate the effect of extra-school language activities on the written English and spoken English of some students from selected higher secondary schools in Chennai. These extra-school language activities include (1) exposure to English language use at home, (2) written or oral communication and interaction in English language outside the classroom, (3) exposure to English language use through reading of materials like newspapers, magazine, novels, and literature books. (4) Watching of television programmes and (5) listening to the radio. This research aims at finding out the extra-school language activities and the linguistic environment which learners of English in the selected higher secondary schools are exposed to. Formal classroom instruction alone may not cater for language learning because it might not be possible to create all opportunities and situations for language learning within a classroom setting. Due to constraints in time, availability of resources and opportunities for practice in language use, language learning might be better if extended beyond formal classroom teaching for optimal learning to occur. Additional practice might be necessary if the learner is to retain and completely acquire a new language. Much of what must be learned given even an optimal teaching system must be acquired outside the formal instruction even if it is perhaps built on what is acquired within a formal instructional framework, (Selinger 1977). This according to Selinger should not be taken to mean that formal instruction has little value for language practice. Some learners, because of certain effective factors, are able to exploit formal learning environments for extensive practice while others derive only limited benefit from formal instruction. This study investigated the linguistic environment effect on achievement in English.

### **Objectives of the study**

- 1.To study the influence of types of Board on linguistic environment.
- 2.To study the influence of gender on, linguistic environment.
- 3.To study the influence of linguistic environment on achievement in English.

### **Hypotheses of the study**

1. There is no significant influence of types of Board on achievement in English.
2. There is no significant influence of gender on achievement in English.
3. There is no significant influence of linguistic environment on achievement in English.

**Tools used in the study**

- 1.Researcher prepared a questionnaire on linguistic environment with five point scale.
- 2.Researcher collected achievement in English marks from the school authority which is more reliable.

**Sample**

The sample of the present study is selected through stratified random sampling consisting of 2 State Board school students and 2 CBSE school students studying in eleventh standard.

**Data collection**

The data is collected from students studying from six schools including both genders. Before administering, it is explained thoroughly about the test and questionnaire.

**Data Analysis**

**Hypothesis 1:** There is no significant influence of types of Board on achievement in English.

**Table No.1 Board wise N, M, SD, df and t-value of linguistic environment**

Gender	N	M	SD	Df	t-value	Level of significance
Male	65	70.41	12.32	123	0.602	Significant at 0.05 level
Female	60	71.81	13.55			

From the above table it is evident that “t” value 0.602 is not significant at 0.05 level. It reflect that mean score of linguistic environment between two categories are not differing significantly. In this context the Null hypothesis “There is no significant influence of gender on achievement in English” is accepted. Therefore it may be said that linguistic environment is not influenced by gender.

**Hypothesis 2:** There is no significant influence of types of Board on achievement in English.

**Table No.2 Gender wise N, M, SD, df and t-value of linguistic environment**

Gender	N	M	SD	Df	t-value	Level of significance
Male	65	70.41	12.32	123	0.602	Significant at 0.05 level
Female	60	71.81	13.55			

**Hypothesis 3:** There is no significant influence of linguistic environment on achievement in English.

**Table No.3 Correlation between linguistic environment and academic achievement**

Variables	Number of samples	correlation ( )	Level of Significant
linguistic environment	125	0.247**	Significant at 0.01 level
Achievement English			

The above table clearly shows that there is significant relationship between educational interest and academic achievement among secondary school students. In this context the Null hypothesis states that “There is no significant relationships between linguistic environment and achievement in English among higher secondary school students” is rejected. Therefore it may be said that linguistic environment and achievement in English of the higher secondary school students are significantly correlated with positive sign.

### Findings of the study

Linguistic environment was found to independent of gender. CBSE student’s linguistic environment is significantly higher than the state board students. linguistic environment and achievement in English of the higher secondary school students are significantly correlated with positive sign.

### CONCLUSION

This study result that gender is not influencing the linguistic environment, but the CBSE students are having more linguistic environment than the students studying India. So that everyone has the same level of exposure, therefore the linguistic environment has influenced the achievement in English.

### REFERENCES

- 1.Agnihotri, R.K. (1992). Acquisition of articles in learning English as second language: A cross cultural study, English in India, In Kour, O.K. (ed), Theoretical and applied Issues, creative Publishers: New Delhi.
- 2.British journal of educational psychology, vol. 77, (3), September. Published by the British Psychological society, UK.
- 3.Caroline Kamini Thangiah. The Learning Environment and Language Proficiency: Exploring Different Measurement Approaches for Better Research Understanding.
- 4.Cheung, M.W. (1979). A comparison of secondary school pupils’ comprehension of lessons taught in English and in auxiliary language. In N.L. Cheng (Ed.), Issues in language of instruction in Hong Kong. Hong Kong: Cosmos.
- 5.Cook, V. (2001): Second language learning language teaching, Arnold publication, London.
- 6.Cooper, S. (1980). Colonialist fetishism: an answer to the Hong Kong apologists. Bulletin of the Hong Kong Psychological Society, 4, 33-43.
- 7.Entwistle, N.J. & Ramsden, P. (1983). Understanding student learning. London: Croom Helm.
- 8.Entwistle, N.J., Hanley, M. & Hounsell, D.J. (1979). Identifying distinctive approaches to studying. Higher education, 8, 365-380.
- 9.Faerch, C. & Kasper. G. (1983). Plans and strategies in foreign language communication.
- 10.Fu, G.S. (1977). Affective factors in teaching English in Hong Kong. Education Journal (CUHK), 6, 215-22.
- 11.In: C Faerch & G. Kasper (Eds.), Strategies in inter-language communication. London: Longman.
- 12.Nor Hashimah Jalaluddin et al. (2009): Linguistics and Environment in English Language Learning: Towards the Development of Quality Human Capital European Journal of Social Sciences – Volume 9, Number 4.
- 13.Norman Fewell. (2010): Language learning strategies and English language proficiency: an investigation of Japanese EFL university students. TESOL Journal Vol. 2, pp. 159-174. <http://www.tesol-journal.com>.

# Publish Research Article

## International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

### Associated and Indexed, India

- ★ International Scientific Journal Consortium
- ★ OPEN J-GATE

### Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.aygrt.isrj.org