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ROLE OF STUDY SKILLS ON ACQUISITION OF SECOND LANGUAGE: AN INTERROGATION

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Abstract:

This study investigated the effect of study skills on English language acquisition among 8th standard students. The study focused on the relationship between study skills and English language acquisition of learners. As such, Study skills are strategies/approaches applied to learning. They are generally critical to success in school, considered essential for acquiring good grades, and useful for learning throughout one's life. In a multi-lingual society like India, it is imperative to acquire English second language due to various socio-economic reasons and market forces. Moreover, second language acquisition must start from school. Therefore, the study revolves around exploring the relationship between study skills and language acquisition among 8th standard students.

INTRODUCTION

English in India has a legacy from the British who colonized the country and their language permeated through some of the most important part of society; the government, the media, the education system, the legal system and gradually the social sphere as well. Furthermore, Yann rtell (2001) views that, India is a vast nation and in terms of number of English speakers, its ranks third in the world after U.S.A.- and the U.K. Though English language in India is closer to British English as it originated from that style, American English, with the influx of globalization, has definitely had an impact on the youth as well as in the professional sphere. However, it can neither be classified as American nor as British English. It intermingled with other Indian languages and emerged with its own district flavor. This had made several scholars realize that it cannot be equated with either.

Language so far as we know, is something specific to human, that is to say it is the basic capacity that distinguishes human from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

LANGUAGE ACQUISITION:-

Tomasello, M. (2008) views that, language acquisition is the process by which human acquire the capacity to perceive, produce and use words to understand and communicate. This capacity involves the picking of diverse capacities including syntax, phonetics, and an extensive vocabulary. This language might be vocal as with speech or manual as in sign. Language acquisition deals with acquisition (inborn children and adults) of an additional language. This capacity to acquire and use language is a key aspect that distinguishes humans from other organisms.

While many forms of animal communication exist, they have a limited range of no syntactically structured vocabulary tokens that lack cross cultural variation between groups. A major concern in understanding language acquisition is how these capacities is picked up by infants from what appears to be very little input.

THE PROBLEM:

"Study Skills and Acquisition of English as a second Language among the 8th standard students: A study".

VARIABLES OF THE STUDY

- a) Study Skills- Independent Variable
- b) English language acquisition- Dependent Variable

OPERATIOAL DEFINITION OF THE VARIABLES

Study Skills: Galletal (1990) defines study skills as the effective use of appropriate techniques for completing a learning task. It contains the following techniques: 1) Textbook reading; 2) Note-Taking; 3) Memory; 4) Test Preparation; 5) Concentration; 6) Time management.

Acquisition of English as a Second language: It refers to the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. For the purpose this study the variable ‘acquisition of English as a second language has the following components:

- 1) Grammar in use; 2) Comprehension; 3) Expressions; 4) Essay Writing; 5) Letter Writing

OBJECTIVES OF THE STUDY:-

- 1. To study the difference between study skills and English language acquisition of 8th standard students.
- 2. To study the difference between study skills and English language acquisition of Boys of 8th standard.
- 3. To study the difference between study skills and English language acquisition of Girls of 8th standard.
- 4. To study the Study skills level of Boys and Girls.
- 5. To study the English language acquisition level of Boys and Girls.

HYPOTHESES OF A STUDY:-

- 1. There is no significant difference between study skills and English language acquisition of 8th standard students.
- 2. There is no significant difference between Study skills and English language acquisition among Boys.
- 3. There is no significant difference between Study skills and English language acquisition among Girls.
- 4. There is no significant difference between Boys and Girls of 8th std, students in Study Skills.
- 5. There is no significant difference between Boys and Girls of 8th std. students in English Language Acquisition.

SAMPLE OF THE STUDY:-

Applying the stratified random sampling technique a sample of 100 students in which 50 are Girls and 50 are Boys was selected for the study. The four schools were taken as the sample in which 25 students from each school.

TOOLS USED FOR THE STUDY:-

- a) A self made achievement test.
- b) Study skills inventory developed by Dennis H. Congos.

STATISTICAL TECHNIQUES:-

- a) Mean.
- b) Standard Deviation.
- c) t-test.

ANALYSIS OF HYPOTHESES:-

“Analysis is the ordering - the breaking down of data into constituent parts in order to obtain

answer to research questions".

F.N.Kerlinger (1964)

There are five hypotheses in the study. These entire hypotheses are tested and the results are interpreted as per the problem under investigation.

Hypothesis-1:

There is no significant difference between study skills and English language acquisition of 8th standard students.

**TABLE 1
DIFFERENCE BETWEEN STUDY SKILLS AND ENGLISH LANGUAGE ACQUISITION AMONG 8th STD. STUDENTS.**

Variables	No of students	Mean	Standard Deviation	t-test	df	Remark
Study Skills	100	211.66	18.32	5.30	198	Sig
English language acquisition	100	28.77	7.34			

Significant difference at 0.01 level of significance

Table 1 shows that, for the 198 degree of freedom, computed value of 't' is 5.30 and the table value of "t" is 2.60 at 0.01 level of significance. The computed value of 't' is greater than the table value of "t" and hence, the null hypothesis Ho 1, i.e. "There is no significance difference between study skills and English language acquisition of students" is rejected. This indicates that there is a significant difference in study skills and English language acquisition of students.

Hypothesis-2:

There is no significant difference between Study skills and English language acquisition among boys.

**TABLE 2
DIFFERENCE BETWEEN STUDY SKILLS AND ENGLISH LANGUAGE ACQUISITION AMONG BOYS.**

Variables	Not of students	Mean	Standard Deviation	t-test	df	Remark
Study-skills	50	209.8	18.98	1.45	98	No sig.
English language acquisition	50	26	6.01			

No significant difference at 0.05 level of significance.

Table 2 shows that, for the 98 degree of freedom, at 0.05 level of significance the computed value of 't' is 1.45 and the table value of 't' is 1.98. The computed value of 't' is less than the table value of 't' and hence, the null hypothesis Ho2 i.e., "There is no significant difference between Study skills and English language acquisition among Boys" is accepted. This indicated that there is no significant difference between Study skills and English language acquisition among Boys.

Hypothesis-3:

There is no significant difference between Study skills and English language acquisition among Girls.

**TABLE 3
DIFFERENCE BETWEEN STUDY SKILLS AND ENGLISH LANGUAGE ACQUISITION
AMONG GIRLS**

Variables	No. of students	Mean	Standard Deviation	t-test	df	Remark
Study skill	50	213.5	17.63	1.07	98	No sig.
English language acquisition	50	31.54	7.56			

No significant difference at 0.05 level of significance.

Table 3 shows that, for the 98 degree of freedom, at 0.05 level of significance the computed value of 't' is 1.07 and the table value of 't' is L98. The computed value of 't' is less than the table value of 't' and hence, the null hypothesis Ho 3 i.e., "There is on significant difference between Study skills and English language acquisition among girls is accepted. This indicated that there is no significant difference between Study skills and English language acquisition among Girls.

Hypothesis-4:

There is no significant difference between Boys and Girls of 8th std. students in Study Skills.

**TABLE 4
DIFFERENCE BETWEEN BOYS AND GIRLS OF 8th STD. STUDENTS IN STUDY SKILLS.**

Variables	NO of students	Mean	Standard Deviation	t-test	df	Remark
Boys	50	209.82	18.98	0.317	98	No sig.
Girls	50	2.13.5	17.63			

No significant difference at 0.05 level of significance.

Table 4 shows that, for the 98 degree of freedom, at 0.05 level of significance the computed value of 't' is 0.317 and the table value of 't' is 1.98. The computed value of 't' is less than the table value of 't' and hence, the null hypothesis Ho4: "There is no significant difference between Boys and Girls student in study skills" is accepted. This indicates that there is no significant difference between Boys and Girls student in study skills.

Hypothesis-5:

There is no significant difference between Boys and Girls of 8th std. students in English Language Acquisition.

**TABLE 5
DIFFERENCE BETWEEN BOYS AND GIRLS OF 8th
STUDENTS IN ENGLISH LANGUAGE ACQUISITION.**

Variables	No. of Students	Mean	Standard Deviation	t-test	df	Remark
Boys	50	26	6.01	0.00010	98	No Sign
Girls	50	31.54	7.56			

No significant difference at 0.05 level of significance.

Table 5 shows that, for the 98 degree of freedom, at 0.05 level of significance the computed value of 't' is 0+00010 and the table value of 't' is L98. The computed value of 't' is less than the table value of T and hence, the 'null hypothesis Ho5 "There is no significant difference between Boys and Girls students in English Language Acquisition is accepted. This indicated that there is no significant difference between Boys and Girls student in English.

MAJOR FINDINGS OF THE STUDY:-

- 1.A significant difference was found between study skills and English language acquisition among the 8th std. students.
- 2.Among the components of English language acquisition, students performed better in Word Power than in Expression and are poor in Gran-in-tar.
- 3.No significant difference was found in Girls and Boys about study skills.
- 4.No significant difference was found between study skills and English language acquisition among Boys,
- 5.No significant difference was found between study skills and English language acquisition among Girls.
- 6.No significant difference was found in Girls and Boys about English language acquisition,
- 7.There was a high score in study skills and English language acquisition of Girls student in relation to Boys student.

EDUCATIONAL IMPLICATION OF THE STUDY:-

- 1.School may have to focus more on developing study skills among students in order to enhance their learning and achievement.
- 2.Special programs pertaining to study skills may be organized in schools to help students with low English language proficiency.
- 3.Teacher education programs may incorporate study skills as a component so as to enhance teaching-learning in their future course of work.
- 4.Vernacular-medium schools should initiate special programmes in order to improvise language acquisition among students.
- 5.Teacher should pay considerable attention on second language acquisition of students.
- 6.Low language acquisition students should be given orientation to further their language acquisition development in English.

SUGGESTIONS FOR THE FURTHER STUDY:-

1. The present study can be further extended by taking a larger sample to obtain greater reliability of results.
- 2.Comparative studies may be taken with rural and urban, tribal and non-tribal, English and Marathi medium population.
3. There is need to study the effect of study skills on academic achievement elaborately.
- 4.Study can be conducted to examine the effect of language acquisition of teachers on student's language acquisition.
- 5.Study to compare the English language acquisition of boys and girls of other standards can also be taken up.

6. Study can be conducted to find out the differences if any, in English language acquisition of teachers from rural and urban areas and tribal and non-tribal populations.
7. Study can be conducted to examine the effect of study skills and other subjects respectively.
8. Study can be conducted to compare in study skills of primary and higher secondary level students belonging to English and Marathi medium.
9. Study can be conducted to assess the impact of Gender on study skills of high school students.

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