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National Seminar on

LANGUAGE DEVELOPMENT AND STUDENTS ACHIEVEMENT: OPPORTUNITIES AND CHALLENGES IN EDUCATIONAL SYSTEM

Organized By

Department of Education

&

Department of English and Foreign Languages

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Periyar Maniammai Institute of Science & Technology (PMIST)

(Deemed to be University)

Periyar Nagar, Vallam, Thanjavur – 613 403

PREFACE

The Seminar "Language Development and Students Achievement: Opportunities and Challenges in Educational System" aimed at providing a platform to discuss the development of Language; which can be used for developing both an individual and a societal sense. It is commonly used among psychologists and educators with reference to individuals referring to the phenomenon of child language acquisition. Language competence involves several systems. Students need to master a system for understanding the meaning of various things in their own perspective. They must also acquire a facility with the forms of language, ranging from the sound structure of words to the grammatical structure of sentences. Additionally, this knowledge must go hand in hand in developing their social competence. Mastery of these skills, which occurs during the preschool years, will allow the child to function as a successful listener and speaker in many communication contexts. Much of this learning is accomplished without formal instruction, and what is known is largely tacit in nature. Student's achievement is measured in the academic context and it has become a hot topic today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students to face any situations.

The articles in this issue focus on the following themes:

- Early Childhood: Language Learning and Development
- Language expressions in children
- Language development and cognitive skill
- Language testing and assessment
- Progress in English language acquisition
- Student perspectives on academic achievement
- Language competence for successful achievement and other relevant themes.

We thank the authors and co-authors for their valuable contributions and also the publisher for constant support in bringing out this special issue.

- **Seminar Organizers**

CONTENTS

DEVELOPMENT OF LANGUAGE AMONG KIDS

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Abstract

Language development is the process by which children come to understand and communicate language during early childhood. Up to the age of five, children develop language at a very rapid pace. The stages of language development are universal among humans. Thus, language development in an individual child learn with norms rather than with other individual children. In general girls develop language at a faster rate than boys. More than any other aspects of development, language development reflects the growth and maturation of the brain. After the age of five it becomes much more difficult for most of the children to learn language. Two different styles of language development are recognized. In referential language development, children first speak single words and then join words together, first into two-word sentences and then into three-word sentences. In expressive language development, children first speak in long unintelligible babbles that mimic the cadence and rhythm of adult speech. Most children use a combination of these styles.

Keywords: *Language Development, Healthy Language Development, Development Milestones, Skills in language, Problems faced by children in Language Development.*

Introduction

Language development is the process by which children come to understand and communicate language during early childhood. Up to the age of five, children develop language at a very rapid pace. The stages of language development are universal among humans. In general girls develop language at a faster rate than boys. More than any other aspects of development, language development reflects the growth and maturation of the brain. After the age of five it becomes much more difficult for most of the children to learn language. Two different styles of language development are recognized. In referential language development, children first speak single words and then join words together, first into two-word sentences and then into three-word sentences. In expressive language development, children first speak in long unintelligible babbles that mimic the cadence and rhythm of adult speech. Most children use a combination of these styles.

Language

- Language is made up of words combined into sentences.
- Language is used for speaking, reading and writing.
- There are many different languages typically associated with different countries.

Languages have developed and are constituted in their present forms in order to meet out the needs of communication in all aspects. It is because the needs of human communication are so various and multifarious that the study of meaning is probably the most difficult and baffling part of the serious study of language.

Language Development

The development of **language skills** in young children, or how we communicate with others, is a three-step process. First, children must hear the words repeatedly and become familiar with the particular sounds. Second, they must make an association between the familiar words and what these words represent. Finally, once they are able to recognize the sounds and the people or objects those sounds represent, children begins to experiment by trying to utter those same words.

Process of Language Development

The development of language skills in children is a process that starts by birth and continues for several years, but it is most concentrated during the first five years of a child's life. In these early years, the brain rapidly gets developed and it takes an attempt to make sense of many sights and sounds. These sounds, which include listening to the speech and language patterns of caregivers and others, are especially important in the development of the child's language skills.

Benefits of Healthy Language Development

Language is the foundation for all social interactions, having problems to communicate can cause frustration both for parents, but more importantly for child also. The development of language is strongly interdependent with, and supports, the child's brain development and cognitive development. Studies have shown that having a large vocabulary, increases creativity and helps people to come up with new ideas. There are also numerous benefits for learning more than one language.

Developmental Milestones of Babies and Toddlers

There are serious negative consequences of failing to learn how to communicate. Luckily the vast majority of people eventually succeed in acquiring both talking, reading and writing abilities. Even though, if a baby is showing signs of developmental delay it could be an alarm in the process of language development. Research on language and literacy have associated delayed development with:

- Academic difficulties
- Learning disabilities
- Shyness and social difficulties
- Anxiety disorder
- Behavioral problems and ADHD

Theatre Benefits Child's Language Skills

Theatre or drama provides a space not just for performance before an audience, but also for honing communication skills. It allows children to practice, observe and communicate effectively.

Here are a few highlights of how the world of theatre can help a child in developing good language skills.

1. Vocabulary

When a child is reading books or other material, it comes across a new word in the script of a play. He or She can easily grasp the meaning of the word by associating it with the situation that is being enacted. This will increase the number of words in his memory. Also, those new words, phrases and expressions will be more meaningful to him as he and the fellow-actors experience these within the scene.

2. Self - confidence

Behind the mask, one can be self-confident, because any mistake made would be those of the character but not by the self. Not only has that performing before an audience, who applauds the actions and performances of the players, increased the confidence.

3. Listening

Effective communication cannot take place in the absence of good listening skills. When your child doesn't listen carefully, he may misunderstand what he hears or make incorrect assumptions. Theatre demands active listening. It is not the mere physical hearing of words, but the child will have to respond to what he / she listens to. Theatre activities will help them to learn to be an effective communicator and critically comment on the performances and react.

4. Speaking

Speaking forms an intrinsic part of theatre and can help little one to use the right facial expression to suit the meaning of the words that they speak. A child can also learn to employ voice dynamics like pitch, volume, intonation and voice modulation to ensure more meaningful articulation.

5. Reading

Reading aloud the script during rehearsals can help the kid easily develop timing and rhythm. These features will help to acquire reading skill. They can also insist to boost sthe ability to club words, pace his utterances, pronounce words correctly, focus on punctuation and communicate better.

6. Writing

This is best practiced through script-writing. Script-writing poses challenges because topics are generally fixed and characters need to be brought to life. However, there is a scope for a lot of creativity. Scripts are re-written repeatedly to achieve the best possible end-result for stage-performance.

7. Grammar, morphology and syntax

These are the conventional standards of language. Theatre employs words creatively within the boundaries provided by these standards. Rehearsals and repeat performances will help the kid to master these conventions in a creative and hands-on manner.

8. Cultural awareness

Plays span time and space. In a theatre group, little ones will come across various cultures and time periods. Whether, it is a foreign culture or one's own, there is always more to learn about cultures and will be able to collect all they need to know.

Some Signs of Receptive Language Problems

- Having trouble following oral directions
- Needing oral directions repeated or rephrased
- Problems in understanding questions
- Difficulty concentrating in verbal settings, but not in other settings
- Delayed in acquiring decoding skills
- Poor reading comprehension past the 4th grade in spite of having a good sight vocabulary
- Trouble in learning a foreign language

Some Signs of Expressive Language Problems

- Being non-verbal (doesn't talk much)
- Excessive use of simple, declarative sentences or incomplete sentences
- Hesitant or slow speech
- Excessive use of pause words such as ummm, you know, like, etc.
- Poor use of words that club things together such as first, next, then, but, and finally
- Lack of verbal participation in conversations and classroom discussions
- Poor written expressions
- Brief answers and failure to elaborate
- Redundancy (using same words over and over) of vocabulary or ideas
- Avoiding pronouns
- Tending to misjudge the prior knowledge of the listener (leaving out details that help the listener understand what you are saying)
- Hard time retrieving specific words from memory (dysnomia)
- Going around the word with a definition instead (circumlocution). For example, saying "you know, the moisture falling out from the clouds" instead of "precipitation"

Common Problems with Language

Some of the problems faced by children with language development.

Problems with Phonics and Phonemic Awareness

When the teacher says, "Just sound it out", a student who has problems with phonics and/or phoneme awareness may find that hard to do. Also has trouble in associating a particular sound with a particular letter or words. A student who has trouble with phoneme awareness has difficulty understanding how speech can be segmented, or broken into small sounds, and also how these sounds can be put together.

Problems with Auditory Discrimination

A student may not be able to easily hear the difference between similar sounds. A person may have a hard time, for example, hearing the difference between words such as bill and bell.

Problems with Morphology and Syntax

One may have a lot of trouble with prefixes and suffixes. For example, having difficulty in understanding what preamble, preview, and prepare have in common. One may have no trouble

in understanding the meaning of the word 'work', but struggles with the word unworkable, which is made up of three morphemes (un/work/able).

Problems with Semantics

A person may have trouble with the flood of technical words, which he has to use in math, science, or English, like isosceles, cilia, precipitation, or nominative. Sometimes it is hard for them to remember what all these words mean and even harder to know how to use them correctly.

Problems with Discourse

In developing discourse, one will be asked to take his language skills beyond sentence building and put sentences together to form paragraphs and then stories or essays. Of course, it is not enough to put them together; and one must also do it in such a way that the information is sensibly connected. There may be good ideas for stories, but that doesn't seem to be able to get the ideas in the right order in a paragraph, story or essay.

Problems with Pragmatics

Pragmatics includes the art of social language. How a person says things can indicate whether he is angry, sympathetic, or friendly. A person with weak language pragmatics might miss these clues and sometimes responds in inappropriate ways. Poor code switching – forgetting that one may talk differently to his grandmother, his dad, his teacher, and his friend – is a language pragmatic problem.

Problems with Metalinguistic Awareness

Metalinguistic awareness refers to a person's knowledge of the intricacies of language and how it works. If a person is weak in this area, he may not know what is not good English. He may also miss out on puns, metaphors, multiple meaning words, and analogies.

Conclusion

We know how to measure a child's progress towards reading with fluency and comprehension. However, we know how to assist teachers in acquiring skills necessary to teach reading effectively. We know how to reach the most vulnerable children in our nation with the essential skills they need to learn to read. During Language development, children first speak in long unintelligible babbles that mimic the cadence and rhythm of adult speech. Most children use the combination of these styles.

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LANGUAGE COMPETENCY FOR SUCCESSFUL ACHIEVEMENT

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Abstract

In the present scenario, the modern education systems around the world have effective systems, however updates for more new patterns, effective learning practices of learners and widespread programmes are necessary in order to empower and enhance their skills. Language plays a vital role in all aspects of life including learning. Our motherland India is a country of diverse cultures, lifestyles, and languages. Students are in need to master a system for understanding the meaning of various things in their own perspective. Language competence involves several systems. Students must acquire a competence with the forms of language, ranging from the sound structure of words to the grammatical structure of sentences. Additionally, this knowledge must go hand in hand in developing their social competence. Mastery of these skills, which occurs during the pre-school years, will allow the child to function as a successful listener and speaker in many communication contexts. Much of this learning is accomplished without formal instruction, and what is known is largely implicit in nature. Student's achievement is measured in the academic context and it has become a hot topic today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students to face any situation. This conceptual paper attempts to capture how language competency is promoted among students in the context of successful achievement in the present educational scenario.

Keywords: *Language competence*

Introduction

Language can be used for developing both an individual and a societal sense. It is commonly used among psychologists and educators with reference to individuals referring to the phenomenon of child language acquisition. Language competence involves several systems. Students need to master a system for understanding the meaning of various things in their own perspective. They must also acquire a facility with the forms of language, ranging from the sound structure of words to the grammatical structure of sentences. Additionally, this knowledge must go hand in hand in developing their social competence. Mastery of these skills, which occurs during the pre-school years, will allow the child to function as a successful listener and speaker in many communication contexts. Much of this learning is accomplished without formal instruction, and what is known is largely tacit in nature. Student's achievement is measured in the academic context and it has become a hot topic today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students to face any situation.

Role of Language

Language and thinking are dynamically related. A typical learner brings to school a healthy and confident grasp of the powers of language and how it can be used to communicate with others and think about the world. Over the years, the school has played a distinct, formative

role in his/her learning process. During social interaction with peers, meaningful learning may be facilitated through authentic tasks in any language learning activity. Theories on English as a second language recognise the importance of the role of learners' interest, attitude and motivation as instrumental to effective language learning. Listening is one of the basic language skills that play a key role in almost all activities in our lives. It is a medium through which people develop an understanding of the world and of human affairs. Active and effective listening is a key to academic, professional and social success. That is why, it is imperative to develop listening skills. Listening skills can be trained/developed.

Reviews Related To English Language Competence

Scrase (2002), in his study, found that English language proficiency in a globalizing India is an essential component of one's cultural baggage, a resource that can eventually open doors into the world of professional employment in India and abroad. Language is a multifaceted phenomenon, and hence involves complexities in its acquisition. Studies done by Kara (2009), Hohenthal (2003), show that Learners' attitudes, apart from opinions and beliefs, towards learning strongly affect their learning behaviors and consequently on their performance. Rajni Singh and Sanjiv Kumar Choudhary (2016) in their study reveal that there is a positive relationship between SES and language learning motivation (LLM) of secondary school students. Sujata Sharma (2017) in her study highlights meaningful negotiation by learners in groups through teacher intervention acts as a support for enhanced acquisition of language.

Theories behind Language Learning

The theory of language learning has seen a shift from the highly guided to the more open learning environment through constructivism, as a learner-centered paradigm for learning. The aim is to initiate learners into self-structured and self-motivated process of knowledge construction. He/she becomes a self-governed creator of knowledge through discovery learning. Translated into language learning such an approach favours project-based, process oriented, product-centered learning within a rich and facilitative learning environment (Wheatley, 1991). Thus, as Lipman (1991) says, "Much of the impetus for constructivism stems from a reaction to over-reliance in classrooms on rote memorisation, which is regarded as a serious problem in education." It hinders a child's capability to think and impedes his/her problem-solving ability. The need is to develop English language curricula based on learner centered constructivism to promote learners, who can successfully function in real-world contexts. It is also for teachers to help learners to "improve thinking." Vygotsky claimed that learning occurs through dialogue. Engaging in talking certainly helped the learners to extend and consolidate their understanding of the concepts involved in investigation. He proposes that the learner makes sense of what is said or written through internal or intra mental dialogue. Thus, learning is both interacting with ideas or knowledge in social settings as well as in the sense that they must take an active part in reconstructing ideas or knowledge within their own minds. Language allows the child to imagine, manipulate, create new ideas and share those with others. Language acts as a cultural tool because it is created and shared by all members of a specific culture. It is also a mental tool because each member of the culture uses language to think. In an Indian classroom, the challenges of learning another language are immense. Moreover, English language is known for its global presence. Language proficiency is essential

for learners. Oral and written communication, along with critical thinking and problem-solving skills, are important for success in every field. Significant observations concluded upon by many research studies on English language teaching and learning in India are low confidence level of learners, inadequate exposure to and practice of language skills, lack of students' participation in classroom discussions due to lack of vocabulary.

Fostering Language Competence among Students

Children are facilitated in schools to acquire knowledge and develop skills which are required by them in order to be responsible citizens of the country. Successful achievements of student means they have to conquer their goals after finishing their school education. Every education system wants to produce a certain kind of human being who will be able to adapt to the changing society. Educational goals therefore need to be reinterpreted and revisited in a changing society so as to ensure that the students are in tune with the changing social ethos, social structures, and organizations so as to enable them fit better in the society. The traditional task of the schools is to prepare the younger generation to lead a satisfactory life in the society. We will now have to develop the competency how to cope with both the increasing demands for professional careers and the qualifications and proficiencies needed for survival in a 'do it yourself economy' (Handy, 1995). Many of the competencies needed for the above tasks are quite new which include to take initiative in responsibly shaping the conditions of one's life; actively to create satisfactory relationships; to engage in meaningful activities even without integration into a 'proper job'; to generate test and utilize knowledge; to pause and reflect on the stream of events and to deal constructively with time pressure and information overload (Posch, 2000). Connectivism proposed by Siemens (2004) is a theory aiming to provide a basis for examining how multiple aspects of information creation interact and evolve. The theory considers how people, organisations such as school and technology work collaboratively to construct knowledge, building on ideas that have merged since the introduction of widespread interaction and access to information through the internet. The central idea in the learning theory of Connectivism is the continual expansion of knowledge as new and novel connection, open new interpretation and understanding to create new knowledge. In contrast, Brown (2006), proposed that the focus in the knowledge era should be on how to navigate the information and knowledge available through digital technologies rather than existing knowledge. He argued that there was a need to move from content driven teaching to a focus on information navigation skills which he saw as essential skills for students to learn in future. We can say that if the students are trained properly in developing their skills / competencies, she/he can learn effectively which facilitates their successful learning outcomes and make them think independently and develop their creativity. These achievements can be measured by different modes of evaluation to assess the students' learning outcome. In all, good language competencies make effective learning in classroom which has direct impact on their successful achievements.

Needed Competencies in the Present Scenario

The advancement of information and communication technologies have reassigned our lives and reshaped the nature of our day-to-day activities. The availability and usage of computers and internet changed the procedures and patterns of learning in the field of education. Anyone can learn anything, anywhere and anytime. So learners must acquire language proficiency to learn anything without any difficulty if he/ she is competent to read, write and communicate freely without any interruption. Competence in languages can be used to help individual

performance by modeling the behaviors that ensure high performing learners success in undertaking various learning tasks effectively. This can be the basis for using one's competencies to acquire, develop, sophisticate and refine their future development. In order to bring a component of assured effective achievement what is required is personal commitment to excel others, intrinsic motivation and consistent efforts which contributes to a learners' overall competence level. Competencies can help in becoming more flexible in meeting various task requirements. It may also be remembered that applying the competencies in actual teaching-learning situations may help a learner becoming more creative in addressing their job demands and permitting them to quickly adapt to current changes which are manifest in various learning sites.

Summing Up

It is evident from the forgoing chronicle that language competencies provide an opportunity to perceive what it implies to be a successful student. A close study of the competencies can bring about a change in the professional outlook of a student and the various tasks they are required to perform. The future nation builders (students) have to come-up and live with the expectations of the changed educational tenets in order to nurture, sophisticate and upgrade the various parameters in their life by enriching their language competence.

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EFFECT OF MEDIA USAGE ON THE SELECTED BACKGROUND VARIABLES OF PROSPECTIVE TEACHERS

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Abstract
The aim of the study is to assess the media usage with respect to selected back ground variables of the prospective teachers. Normative survey method was adopted in the study. Simple random sampling technique was used to collect the data from a sample of 584 prospective teachers. Self-constructed and validated tool was used in this study. Descriptive statistics and t-test are used to analyse the data. The main Findings of the study are: Arts and science prospective teachers differ significantly in their media usage. Hosteller and day scholar prospective teachers differ significantly in their media usage. Rural and urban prospective teachers differ significantly in their media usage. Under and post graduate prospective teachers do not differ significantly in their media usage. Training on effective use of technology to the classroom situation can be given to prospective teachers. The usage of ICT (Information and Communication Technology) and mobile learning can be imparted to prospective teachers.
Keywords: *Media Usage.*

Back Ground of the Study

Teachers are often given names like 'Master', 'Mentors' and 'Guru'. The well trained teachers can handle their class and teaching methods effectively and interestingly so the prospective teachers should be trained impeccably during B.Ed. programme.

Generally the academic scores of the students are considered to judge the efficiency and effectiveness of a teacher. But, the personality variables are not considered in academics thereby questioning the importance given to academic scores of prospective teachers.Academic achievement became one of the requisite in all type of formal education, more researches are coming every day to find the components that contribute and enhance the academic achievement. The achievement and academic scores of prospective teachers are also essential for the fulfilment of B.Ed. programme.

Objectives

To assess the media usage with respect to selected back ground variables of the prospective teachers

Hypotheses

1. There is no significant difference in the media usage between arts and science prospective teachers
2. There is no significant difference in the media usage between hosteller and day scholar prospective teachers

3. There is no significant difference in the media usage between urban and rural prospective teachers.
4. There is no significant difference in the media usage between under graduate and post graduate prospective teachers.

Operational Definition

Media Usage: The utility of social and mass media for various activities like education, entertainment, chatting and more.

Methodology

Method: Normative survey method was adopted in the study.

Sample: Simple random sampling technique was used to collect the data from a sample of 584 prospective teachers.

Tools used: Self constructed and validated tool was used in this study.

Validity of the tool was established by adopting content and concurrent validity techniques.

Reliability was established by test and re-test method. The computed value of r is 0.79.

Hypothesis wise analysis

1. There is no significant difference in the media usage between arts and science prospective teachers

Table 1 significance difference between arts and science prospective teachers in media usage

	Stream of study	N	M	SD	t	P value	Remarks
Media usage	Arts	287	24.95	3.65	2.404*	0.017	S
	Science	297	25.69	3.73			

* P <0.05, S- Significant

From table 1 it is inferred that arts and science prospective teachers differ significantly in their media usage and the mean score favour science prospective teachers. Hence, the null hypothesis is rejected and it is concluded that there is a significant difference between arts and science prospective teachers in their media usage.

2. There is no significant difference in the media usage between hosteller and day scholar prospective teachers

Table 2 significance difference between hosteller and day scholar prospective teachers in media usage

	Accommodation status	N	M	SD	t	P value	Remarks
Media usage	Hosteller	245	26.03	3.80	3.978**	0.000	S
	Day scholar	339	24.81	3.55			

** P <0.01, S - Significant

From table 2 it is inferred that hosteller and day scholar prospective teachers differ significantly in their media usage and the mean score favour hosteller prospective teachers.

Hence, the null hypothesis is rejected and it is concluded that there is a significant difference between hosteller and day scholar prospective teachers in their media usage.

3. There is no significant difference in the media usage between urban and rural prospective teachers

Table 3 significance difference between rural and urban prospective teachers in media usage

Media usage	Location of the institution	N	M	SD	t	P Vale	Remarks
	Rural	281	24.77	3.80	3.501**	0.000	S
	Urban	303	25.84	3.55			

** P <0.01, S - Significant

From table 3 it is inferred that rural and urban prospective teachers differ significantly in their media usage and the mean score favour urban prospective teachers. Hence, the null hypothesis is rejected and it is concluded as there is a significant difference between rural and urban prospective teachers in their media usage.

4. There is no significant difference in the media usage between under graduate and post graduate prospective teachers

Table 4 significance differences between under and post graduate prospective teachers in media usage

Media usage	Educational qualification	N	M	SD	t	P Value	Remarks
	Under graduate	369	25.11	3.45	1.798	0.650	NS
	Post graduate	215	25.69	4.09			

NS- Not Significant

From table 4 it is inferred that under and post graduate prospective teachers do not differ significantly in their media usage. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between under and post graduate prospective teachers in their media usage.

Findings of the Study

Arts and science prospective teachers differ significantly in their media usage.

Hosteller and day scholar prospective teachers differ significantly in their media usage.

Rural and urban prospective teachers differ significantly in their media usage.

Under and post graduate prospective teachers do not differ significantly in their media usage.

Conclusion

At present, human life is severely influenced by the technological developments and social changes. Human beings are struggle to control factors which affect their life, mental health and success in the education, life and so on. Hence college students should provide training to manage the technological developments and social changes, which helps the individual to

enhance their understanding towards the media and current situations and faces it effectively. Strategies should be developed for the healthy way of using new media and introducing educational programs for purposeful use of new media. Training on effective use of technology to the classroom situation can be given to prospective teachers. The usage of ICT (Information and Communication Technology) and mobile learning can be imparted to prospective teachers.

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THE IMPACT OF SMALL GROUP LEARNING APPROACH ON SCIENTIFIC TEMPER AND ACHIEVEMENT IN SCIENCE OF HIGH SCHOOL LEVEL

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Introduction

Cooperation is basis to all human interactions and provides the context for constructive competition and development of individual competencies. It would be interesting to use this cooperation as a formal learning technique in the teaching – learning process. Johnson et al. (1991) defines cooperative learning, also called 'small group learning' or 'peer' interactive learning', as an instructional approach in which learners attain interdependence and cooperation with one another. The model also involves enhancement of particular task-related and interpersonal behaviors that facilitate cooperation among learners. An informal situation is created based on mutual dependence, feeling of being accepted, liked and supported by fellow students. The cooperative learning in practice is found in many forms such as jigsaw, STAD, Teams-Games- Tournament. The present study was planned keeping in mind the strengths of cooperative learning approach and its feasibility in Indian higher education class room.

Statement of the Problem

The title of the present study is the Impact of Small Group Learning Approach On Scientific Temper And Achievement In Science of High School Level.

Objectives of the Study

1. To find out the significant difference in Achievement in Science between the control and Experimental group of High school students.
2. To find out the significant difference in Scientific temper between the control and Experimental group of High school students.

Hypotheses

1. There is a significant difference between the control group and experimental group of students in their achievement in science.
2. There is a significant difference between the control group and experimental group of students in their Scientific temper.
3. The gain score analysis of the control group and experimental group students in achievement in science.
4. There is significant relationship between the Scientific temper and achievement of High school students.

Methodology

In the present study the Two Groups pre-test, post-test two groups experimental design was adopted. The groups were formed as per the Requirement of the STAD (students team achievement) the small group learning approach.

Sample

The sample consisted of 50 Higher Secondary school students of Govt. Higher Sec. school, Meesalur at Virudhunagar District formed the experimental groups and 50 High school students of Govt. Higher Sec. school, Palavanatham at Virudhunagar District formed control groups.

Tools

"The Achievement test in science" and scale of scientific temper developed and validated by the investigators,

Statistical Technique Used

The following Statistical techniques were used in the study: Mean, standard deviation , 't' test and Gain scores analysis and correlation analysis.

Analysis of Data

Hypothesis 1: Showing the Significant difference between the means of control and experimental group of students in their achievement in science.

Table 1

Group	N	M	SD	't'	P value
Control group - Achievement	56	36.07	4.297	36.969**	0.000
Experimental group - Achievement	53	73.53	6.163		

**significant at 0.01 level

The calculated value of 't' is significant at 0.01 level of significance. This makes it obligatory to reject the null hypothesis. It is concluded that there is significant difference between the experimental and control group of students in their achievement in science. The experimental groups of students are at a higher level than the control group of students in their achievement in science.

Hypothesis 2: Showing the Significant difference between the means of control and experimental group of students in their scientific temper.

Table 2

Group	N	M	SD	't'	P value
Control group- Scientific temper	56	27.84	2.463	22.790**	0.000
Experimental group- Scientific temper	53	40.00	3.088		

**significant at 0.01 level

The calculated value of 't' is significant at 0.01 level of significance. This makes it obligatory to reject the null hypothesis. It is concluded that there is significant difference between the experimental and control group of students in their Scientific temper. The experimental groups of students are at a higher level than the control group of students in their Scientific temper.

Gain Score Analysis

Hypothesis 3: The gain score analysis of the control group and experimental group students in achievement shown in table 3.

Showing the gain score analysis for achievement of the students.

Table: 3

	Group	N	M_1	M_2	Mean gain	Gain percentage
Achievement	Control group	56	14.55	36.07	21.52	21.52
	Experimental group	53	13.64	73.53	59.62	59.62

Correlation Analysis

Hypothesis 4: The Correlation analysis of the control group and experimental group students in achievement shown in table 4. Significance of correlation between the variables.

Table: 4

Variables	N	'r'
Scientific temper Vs Achievement	109	0.864**

**Correlation is significant at the 0.01 level.

Finding of the Study

The 't' test analysis showed that

1. The control group and Experimental group students differ in their achievement in science. The experimental group students are at a higher level than the control group of High school students.
2. The experimental group and control group students differ in their scientific temper. The experimental group students are at a higher level than the control group of High school students.
3. The gain of the experimental group is more than the gain of the control group students in their achievement and scientific temper. Show the small group learning approach is appreciably effective in teaching of science than the conventional lecture method.
4. There is a significant positive correlation between Achievement and Scientific temper of High school students.

Educational Implications

The study reveals that the small group learning approach is appreciably effective in teaching of science than the conventional lecture method. Show the small group learning method can be adopted by the teacher to teach science for the Higher Secondary school students.

This method will motivate the students to ask higher order questions during the learning of science. It will develop the critical thinking among the students it also develop the problem solving skill among the students. Show the small group learning approach will enhance the achievement of the students in science and their scientific temper.

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THE EMERGENT ROLE OF DEVELOPMENTAL PSYCHOLINGUISTICS IN GALVANISING BOTH LANGUAGE AND LEARNING

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Abstract

Psycholinguistics may be termed as the branch of study that deals with the psychological aspects that helps learners acquire, use, understand and create language. This domain is mainly concerned with the syntax with which languages are processed and stored in the brain. Likewise, developmental psycholinguistics deals with the aspects of language acquisition by growing children. Psycholinguistics in its earlier days focussed mainly on philosophical or educational schools of thought, giving priority to nativity and not to the science intrinsic in it. Modern approach makes use of biology, neuroscience, cognitive science, linguistics, and information science to study how the brain processes language, and less of social sciences. This paper makes an attempt to underline the role of developmental psycholinguistics and compares the perspectives suggested by Lev Vygotsky and Noam Chomsky.

Keywords: *Psycholinguistics, Language development, Neurolinguistics and Developmental psychology*

Overview

The role of language in the development of the self is of greater magnitude. If anyone is asked to go back into time line memory of them, many would reveal that the memory of one self starts as a pale imagery only from the kid of three years or later. Because the concept of self and learning is very closely associated with the acquisition of language. Without the development of language cognitive skills like memory, encoding and retention can not evolve. For the development of such minimal concept of self, it needs at least three years for anyone to encode and recollect in their storage. We may consider psycholinguistics may help to manage language better whereas developmental psycholinguistics may serve as a panacea for the majority of the learning hurdles of our young learners.

Developmental Psycholinguistics

Developmental psycholinguistics studies children's ability to learn language and therefore it emerges as the field of interest for anthropologists, educationists, language experts and neurolinguists. There are many more avatars of this domain with various names and emphasis, for example neurolinguistics is the branch that deals with role of neurotransmitters and their influence on language. Whereas psycholinguistics has its foundation in education and philosophy, and identifies the "cognitive processes" that would make sense to grammar, meaning, vocabulary, pronunciation and text, etc.

During childhood the language growth of the child is exponential. The child's language acquisition may be generalised as following

- cooing- 6 months- use phonemes from every language
- babbling- 9 months- selectively use phonemes from their native language
- one word utterances- 12 months- start using single words

- telegraphic speech- 2 years- multi-word utterances that lack in function
- normal speech- 5 years- almost normal developed speech

The child learns to listen, interpret, handle and create language devices. Normally between 3- 6 years the children explore and experience the language. At the age of three a child has got a vocabulary of around 900 words that gradually increases to 8000 – 14000 words at the age of six. Even at infancy many children learn to understand very many words though they don't speak. In language the child's expressive ability that is spoken skill develop with respect to only receptive abilities that is listening and understanding the language. Apart from vocabulary young children develop their ability of correct pronunciation and grammar; where as school going children grow their language abilities more like an adult and able to recognise error in the usage.

As children grow older, their use of language also becomes more refined and complicated. For example, children learn to understand the use of basic metaphors based on very concrete experiences, such as the saying "soft as a pillow". They also begin to manipulate their speech to the social situation; that is children will talk more responsibly to adults than to friends and peers. Although there are very many exponents, a brief view of following three on the role of language for learning seems essential.

Jean Aitcheson's views

Jean Aitcheson (1987) stated that language has got biologically organised schedule and suggested three stages of language acquisition by children as following (Smith 1999)

1. **Labelling** – The first stage and involves making the link between the sounds of particular words and the objects to which they refer e.g. understanding that "daddy" refers to the child's father. In other words, associating a name, person or object with something.
2. **Packaging** – This means understanding a word's maximum possible meaning. This is when over extension and under extension determines the development of the language.
3. **Network Building** – This involves assimilating the connections between words; understanding that some words are opposite in meaning. Aitcheson argued that there are no exact dates to which a child attains mastery of learning language – some children learn faster and a few slower. She believed that the speed of learning is influenced by both H factor and E factor that is heredity or innate abilities and environment**.** A speech timetable from birth to ten years old is a guide but not a fixed framework that all necessarily fall into.

Noam Chomsky's views

Chomsky is regarded as one of the most important linguists in the recent past. His influential theory of "transformative-generative grammar" is an attempt that describes the syntactic structure implicit in all human language through a mathematical model. Chomsky makes a distinction between the deep structure and surface structure of languages. As per Chomsky the deep structure contains the meaning of a sentence, is not culturally determined but rather has an instinct in the human brain. The meaning is then converted into surface structure by a transformation that includes the sounds and words in a sentence. The Language Acquisition Device (LAD) is the hypothetical brain mechanism that according to Chomsky explained the acquisition of syntactic structure of language (McGilvray, 2005). Chomsky hypothesized that the language acquisition device was the system that determined the features

of the child's native language. This falls under the realm of the nativist theory of language which states that humans are born with the innate ability for acquiring language (McGilvray, 2005).

Lev Vygotsky's views

Social Development Theory of Lev Vygotsky argues that social interaction well before development; consciousness and cognition are the end product of socialization and social behaviour. Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes:

Major themes:

1. Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning takes place before development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter psychological) and then inside the child (intra psychological)." (Vygotsky, 1978).
2. The More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers.
3. The Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurred in this zone.

Vygotsky focused on the connections between people and the socio cultural context in which they act and interact in shared experiences (McGilvray, 2005). According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills. Vygotsky's point of view is simply that social interaction plays an important role in the learning process. He places an emphasis on the role of "shared language" in the development of thought and language. The term "shared language" refers to social interaction and can be best elucidated through the notion of "zone of proximal development".

According to Vygotsky (1962), two developmental levels determine the learning process: egocentricity and interaction. We can look at what children do on their own and what they can do while working with others. They mostly choose to remain silent or speak less on their own (less egocentric speech) when they are alone. However, they prefer to speak to other children when they play games with them (more egocentric speech). The difference between these two types of development forms has been called "Zone of Proximal Development". This zone refers to the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in cooperation with more capable friends of the child.

Vygotsky fails to account for the role of the self itself in this process, even though he stresses the importance of egocentric speech, which is not the self actually, and see the relative role of inner linguistic and psycholinguistic mechanisms that promote language acquisition. In conclusion, Vygotsky contends that language is the key to all development and words play a central part not only in the development of thought but in the growth of cognition as a whole. Within this framework, child language development, thus acquisition, can be viewed as the result of social interaction.

Thrust areas of Developmental Psycholinguistics

Developmental psycholinguistics, if taken into account seriously by educational administrators and policy makers the fruits would be of useful and long-lasting. The following thrust activities (Figure 1) could ensure better language acquisition with non native speakers of any language.

Grammar-translation: the students memorise words, functions of words, and syntactic rules and use them to translate from native to other language and vice versa. In L2 learning the impact of this approach is of paramount important.

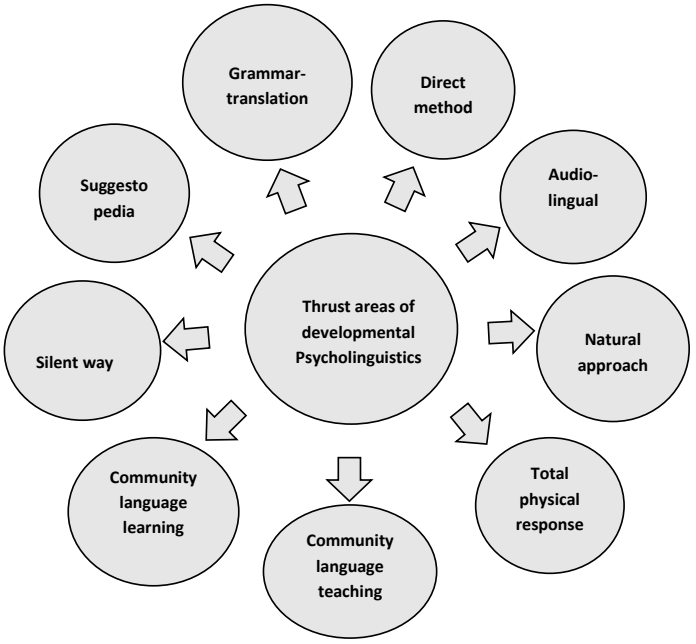

Fig 1: Concept map – Thrust areas of Developmental Psycholinguistics

Direct method: though vernacular languages are used in schools that follow mother tongue in many of the English medium schools the native language isn't used at all in the classroom, and the student must learn the new language without formal instruction. So language acquisition is directly by the learner.

Audio-lingual: heavy use of dialogs and audio would make the learners to use more of language devices thereby better language acquisition.

Natural approach: emphasis on vocabulary and not grammar; focus on meaning, not form. That is like L1 acquisition L2 teaching must take place in acquisition rich environment.

Silent way: as suggested by Carl Rogers teachers must be as much as silent while teachers remain passive observer students learn inquisitively in a process of personal growth.

Total physical response: apart from cognitive mill, students must play active role as listener and performer, this total physical response ensures better coding of learning.

Suggestopedia: students always remain comfortable and relaxed and learn through memorization of meaningful text. The more consultation of the learner with the environment by means of seeking suggestion the more would be the learning.

Community language learning: learning materials are developed as course progresses and teacher in due course understands what students need and want to learn in cognizance with the community and emphasis given to.

Community language teaching: the facilitator incorporates all components of language and helps students with various learning styles pertaining to the predominant practices of the community.

Conclusion

The finest of nature's creation is man and man's finest creation is language. Developing sounds, creating words, assigning meaning to them, giving graphical touch that is letters, supplementing with grammar rules, prose, poetry and drama thereby producing a repertoires of literature etc…the influence of language starts before birth and does not end even after death. The proficiency in language ensures better understanding of all the domains thereby one can be successful. But ironically the present education system is exam ridden and especially in higher secondary education the language is of least priority. If developmental psycholinguistics is given due priority in elementary schools with acquisition rich environment with task that are reinforcing the emerging generation would be prodigious in other domains too, because language is the foundation for better cognition and disruptive innovation.

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A STUDY OF FAMILY DISTRESS OF PROSPECTIVE TEACHERS IN THOOTHUKUDI DISTRICT

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Abstract

The family is the nursing place of culture and character building. A child is the product of the family. The quality of family contributes significantly in the development of a child. If the teacher knows the family well enough that agreement about goals and values have been identified, the teacher might review the family's goals and values. The main aim of the study is to find out the significant difference between family distress of prospective teachers in Thoothukudi district. Survey method was adopted for this study. The sample consists of 300 prospective teachers in Thoothukudi district. Simple Random Sampling Technique was used. Family Distress Inventory (2016) self-made tool developed by the investigators was used to collect the data. The statistical technique used are mean, standard deviation and 't' test. The findings of the study were: i) there is significant difference between male and female prospective teachers in their family distress and ii) there is significant difference between government aided and self financed prospective teachers in their family distress. The educational implications of the study are given .

Keywords: *Family Distress, Prospective Teachers.*

Introduction

The family is the place where the old or first generation transmits high qualities and values to second generation. These high qualities are developed informally from the family environment. The family is the nursing place of culture and character building. A child is the product of the family. The quality of family contributes significantly in the development of a child. If the teacher knows the family well enough that agreement about goals and values have been identified, the teacher might review the family's goals and values. Simple routines that support those goals and values can be identified, and small changes that reestablish and support stability can be acknowledged. If a preexisting relationship does not exist or the relationship has not yet sufficiently developed, the teacher might ask the parents what their life will look like after the difficult period has passed. Exploring this question allows the teacher to gain a specific understanding of the family's goals and values. In this stage, concrete questions help the family identify its goals and values, generate new problem-solving patterns, and return to stability. Teachers should develop a list of resources readily available for meeting families' basic needs.

Need for the Study

The family environment is influenced by number of factors like nature of family constellation, number of children in the family, marital relationship between husband and wife, parental employment and socio-economic and religious back ground of the family. The family

distress possesses a certain consistency, so that the impact of the same basic value, individuals, materials, objects etc. is felt over and over parental influence was not be felt in a specific situation but the altitudes and ideas expressed day after day inevitably leave their marks. In certain ways the influence of the family can be negative. All too often numbers of the family take out all their frustration on each other more over "Instead of being a readymade source of friends" the family is too often a readymade source of victims and enemies the place where the cruelest words are spoken. There are many factors affecting mental health such as family distress and so on from that how the family environment is affecting mental health can be seen. So the investigator has indented to study the family distress of prospective teachers in Thoothukudi district.

Operational Definition of the Key Terms

Family Distress

Family as a social unit is an important determinant for shaping one's mental capacities along with their physical and social structure. The family distress is influenced by number of factors like the nature of family constellation, number of family members, marital relationship, parental employment and income, sibling relationship and socio-economic and religious background of the family. Family distress has various components which individually affect the individual. If it is favourable, it could make a person into a distinct personality.

Prospective Teachers

"Prospective" generally means "future". 'Prospective teacher' refers to the persons undergoing pre- service teacher training course. Prospective teacher, in this study, refers to the student-teacher undergoing B.Ed. course to become the teachers in the future at high / higher secondary level. Their entry qualification to join this course is under graduate degree.

Objectives of the Study

1. To find out the level of family distress of prospective teachers.
2. To find out the differences, if any, between male and female prospective teachers in their family distress.
3. To find out the differences, if any, between government aided and self financed prospective teachers in their family distress.

Hypotheses of the Study

1. There is no significant difference between male and female prospective teachers in their family distress.
2. There is no significant difference between government aided and self financed prospective teachers in their family distress.

Methodology

The researcher adopted the survey method to study the family distress of prospective teachers.

Population and Sample

The population for the present study consisted of the prospective teachers in Thoothukudi district. 300 prospective teachers were taken for this investigation. The investigator collected the data from colleges of education in Thoothukudi district. They were selected randomly from each college.

Tool used for the Study

The investigator has used self-made tool. Family Distress Inventory for prospective teachers (2016) developed by the investigators.

Statistical Techniques Applied

The statistical applications like mean, Standard deviation and 't' test are applied for the analysis of the data.

Data Analysis and Findings of the Study

Table 1 Level of Family Distress of Prospective teachers

Variable	Total Sample	Low		Moderate		High	
		No.	%	No.	%	No.	%
Family Distress	300	174	58.0	73	24.3	53	17.7

(Low = Below 40; Moderate = Between 40-60; High = Above 60 from the 'T' Scores)

Fifty eight percentage of the prospective teachers has low, 24.3 percentage has average, and 17.7 percentage has high level of family distress. It is concluded that low percentage of prospective teachers perceive high family distress (17.7%).

Hypothesis 1

Table 2 Difference between Male and Female Prospective Teachers in their Family Distress

Gender	N	Mean	S.D	Calculated *'t'* value	Remarks
Male	24	76.42	11.240	1.975*	S.
Female	276	71.66	12.115		

Significant at 0.05 level.

It is inferred from the table 2 that there is significant difference between male and female prospective teachers in their family distress. Further, the male prospective teachers (M=76.42) have more family distress than female prospective teachers (M=71.66).

Hypothesis 2

Table 3 Difference between Government Aided and Self Financed College Prospective Teachers in their Family Distress

Status of College	N	Mean	S.D	Calculated *'t'* value	Remarks
Government Aided	86	67.23	9.412	5.078*	S.
Self Financed	214	73.98	12.531		

Significant at 0.05 level.

It is inferred from the above table 3 that there is significant difference between government aided and self financed college prospective teachers in their family distress. Further self financed college prospective teachers (M=73.98) have more family distress than government aided prospective teachers (M=67.23).

Educational Implications

1. The professor should be very social and mingle with all the children in the school.
2. The professor should be a role model to the prospective teachers.
3. The prospective teachers should understand the importance of the family.
4. Various activities at the school, district and state level competition regarding family values should be arranged and,
5. Organize family harmony development programmes.

Conclusion

A number of important implications for learning and teaching and those ideas are considered within the context of family distress which impact on the mental health that students might employ during learning. The concepts of family distress are then discussed in relation with concepts of mental health and their influence of them. Although much of the research on family distress and mental health has been conducted with children, the literature on adult education is cited to prove evidence

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MULTIDIMENSIONAL ROLE OF BRAIN IN SECOND LANGUAGE LEARNING

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Abstract

Teachers are expected to know the brain functions while teaching a language in this modern world. Only then the teachers can have a better understanding towards their students. The left and right sides of the brain play different roles in learning foreign languages. The left brain is mainly considered to be responsible for learning the rules and structures of a language, and can make sense out of what is heard to formulate a response. The right brain is said to be better at memorizing the words and sounds, and makes them available to the left brain when it is recalled. The two sides work together to construct or deconstruct the language building blocks. You simply cannot understand or speak a language without both sides of the brain, and it's important to teach each side in the way that works best for it. Utilizing right-brain learning techniques will cause a high-speed and long-term learning which is specially made for building foreign language vocabulary. The left and right hemispheres of our brain are like two different people. They play multiple roles in learning, and prefer different styles of learning. The left brain would like to learn from textbooks, lectures and logic whereas the right brain is to learn from pictures, stories and experiences.

Keywords: *Role of Brain, Second Language Learning, Left Hemisphere, Right Hemisphere, Left brain students, Right brain students*

Introduction

Language learning is a subject that deals with a lot of psychological aspects. Since the 1990s was called as "Decade of the Brain". This was the period when researchers actively engaged themselves to study and publish new information that paved the way to understand how the human brain functions (Kennedy, 2006). Language learning happens instinctively for which a special biological adaptations are required (Gleitman, 1984).This lead the researchers with the advancement of technology, to study human brain and its physical structure along with its activities. A lot of discoveries were possible. Certainly, studying how the brain functions through the course of thinking and understanding will enlighten us with valuable insight into the learning process (Kennedy, 2006). A keen observation and analysis would make us clear that children start to learn thinking, communication and understand the rules of grammar in their mother tongue. It is quite interesting to know that, not only, human beings have the inclination to adopt the language learning process but also human brains have some common language constraints regardless of languages (Northeastern University College of Science, 2014). Bransford, Brown, & Cocking, (1999) quotes the finding of Language development studies that children's biological capabilities are set into motion by the environment where they live. Language universals have become the subject of research in this modern world. Indeed, the similarities between human languages could result from a lot of reasons that are tangential to the language system (Iris Berent, 2014). Many Studies revealed that the human brain is capable of making new cells in the hippocampus (Eriksson et al., 1998) and that the brain is capable of building uncountable neuronal connections that strengthen the

modularities found within the brain. Cooper (2014) says that children having the exposure to a foreign language in their childhood gains higher language proficiency than the students who begins to learn as adults learning a second language at adult stage has its own disadvantageous. As they grew their brain plasticity is reduced but children, it is found, are able to regain the power of speech by making new pathways in their brain to replace the damaged ones more likely to regain the power of speech. In this backdrop this study exposes the different role of brain with special reference to English language learning.

Left and Right Hemisphere's role in Language Learning

Brain functions in learning English continue to be one of the researcher's favourite spheres of interest in this world. As an English teacher, the researcher was intrigued when she first heard about a connection between brain dominance and learning English. she became curious to study the effects of right or left brain dominance on the students' academic achievement of learning English cited by Oflaz (2011). Brain functions allow human beings to recognize the patterns of the letters and words, put them in the correct order to comprehend the meaning of the words. Scientists, till the 20th century, were under the impression that our ability to learn a foreign language was determined by which side of the brain is used.

Scientists hold the opinion that our left hemisphere and right hemisphere of our brain control the different functions with regard to learning. The left hemisphere plays a vital role in learning language, math and logic and the right hemisphere plays a vital role in spatial abilities, ability to identify faces, visual imageries and music. To understand this better, the left brain is analytical, orderly, and detail oriented. The left brain makes the monitory activities of our behavior, and understands its rules and boundaries (Dragonfly Language, 2015) . Further information is that the left hemisphere of the brain also has the control over the movement of the right side body **(Chris Blake, 2018).** This ideology is supported by a study conducted by Haegen (2012) from experimental psychology department stated that each hemisphere is responsible for performing some tasks. Left hemisphere plays a vital role in our ability to learn a new language and the other hemisphere works for some other tasks **(Chris Blake, 2018).**

The right brain is said to be intuitive, emotional, and holistic. It involves in understanding the sounds and images, the relationships and humor. It is quite interesting to know that the right brain likes to learn from pictures, stories and experiences. Normally everyone learns with their both sides of brain but many individuals find one side is dominanting, and often students are better using techniques for their favourite side. students are divided fairly and equally between left- and right-brain dominance but schools exclusively uses left-brain learning techniques (textbooks, lectures, exams, memorization, etc.). Hence right-brain learners often find it difficult with many subjects, especially subjects that benefit from right-brain teaching techniques utilizing sensory stimulus and hands-on experience (Dragonfly Language, 2015). Another notable aspect is the visual-spatial seems to have some aspect of right brain styles. The VARK [Visual Auditory Reading Kinesthetic] is a model. This explains the characteristics of a left-right distinction. It stated that the presence of Visual and Kinesthetic components is associated with the right hemisphere (Oflaz, 2011).

Brain Oriented Learning

Morris (2006) keenly focused on the teaching strategies adopted in schools. He is of the opinion that traditional schooling system favoured left brained students. The students are usually taught mostly by left brained teachers, who themselves gave priority to order, sequence and planning. Right brained learners were not duly recognized by their teachers and they did not always get the rewards for understanding of a different way to process information.

Left Brain Students

Teachers always have problem in understanding some children who are always keeping them still and focused in studies, finishing assignments within the stipulated time, keeping themselves organized, grasping concepts rightly the way they are simply taught. In 2006, Morris described the reasons on the dominant side of the brain. In his opinion left brained children have analytical thinking. They know to make lists and schedules for their studies. They always like to know the rules and follow them. They analytically look at the information given to them. They are good at observation and thinking. They feel little difficult in expressing themselves in words. They choose words precisely. Their language abilities are found to be so refined. They are also good at processing symbols and mathematical formulas (Oflaz, 2011).

Right brain students

Right brained students are mostly said to use their feelings to decide if it is true or not. Their minds move easily and rapidly from one thought to another hence they find it difficult to finish the assignments. They like to be holistic learners. They look at everything holistically. They need to see the whole picture tin their mind and then examine to learn about all the parts as the whole. They are highly creative and imaginative. Easy for them are Singing, music, art, writing, designing, work anything related to creativity. Through their own personal experiences and backgrounds they make their opinions. The problem with Right brained children is that they know exactly what they mean but have trouble finding the words to express exactly. They are visual learners who can see a three dimensional image in their minds. In short, they would like things to be concrete for which they like to see, feel or touch the real object (Oflaz, 2011).

Science and Neuroscience discuss a lot about the action of our brain while learning second language learning. The size of the brain would be increased while learning a foreign language is the finding of the study conducted by a Swedish scientist after using brain scans for identifying the changes in the brain especially learning a new language (Mackey, 2014). To understand the benefits of leaning a new language, This research was conducted with a highly brain magnetic technology. Language is considered to be a code that consists of symbols, letter, words and phrases. Here comes the role of brain which takes the code and makes meanings out of the words, letters and phrases. Then to understand the words in a sequence order for the listener, our brain commends our mouth and voicebox to speak. The parts of Parietal lobe, temporal lobe and occipital lobe which is called language control center are located in left hemisphere **(Chris Blake, 2018).** Students are found to have better language skills if there is a growth in the hippocampus and cerebral cortex that found to be related with language when compared to other students who had less growth in their hippocampus. It was also found that students taking lot of efforts were found with a great growth in the area of the motor region of the cerebral cortex.

Role of Brain for Understanding Grammar Rules

The hippocampus makes interaction with the visual areas and Broca language centre a broad network of connection is essential to remember grammar rules of a language. This Broca's centre is an area in the left frontal lobe that is important in language and speech. To memorize and store a new knowledge in our brain, the hippocampus located in both hemispheres is found to be responsible Kepinska (2017).

Enhancement Cognitive Ability in Language Learning

It was found that those who spoke two or more languages had significantly better cognitive abilities. The effects were seen in those who learned their second language in their early life, as well as in their later life. Approximately, Millions of people around the world learn their second language later in life.

Even when acquired in adulthood, may benefit the aging brain. But he admitted that the study also raised many questions, such as whether learning more than one language could also have the same positive effect on cognitive ageing and whether actively speaking a second language is better than just knowing how to speak it. It is said that the study provides an important first step in understanding the impact of learning a second language. This research paves the way for future studies on bilingualism.

Capacity of Young Brain in Language Learning

A study was conducted Kim, Relkin, Lee & Hirsch (1997) with a sample of 12 volunteers knowing bilingual language. This study revealed an interesting finding that the place where the capacity to speak a second language is stored in different areas of our brain. Hence this study made a suggestion that children who are given chance to learn a second language have the capacity in one area of their brain where their native language also stored. So children can store two languages in one sector of brain but adult learners could not do this. They store each new language in a separate area. Hence it is recommended that integration foreign language at elementary level develops their ability to speak both with native pronunciation and proficiency.

Conclusion

This study clearly throws light on our brain and its unimaginable role in our language learning. The human brain at the time of second language acquisition (SLA) makes a cortical adaptation to accommodate itself for learning multiple languages either by using existing environment for the native language, or by creating new cortical networks to handle certain functional aspects of L2.

Although language is associated with the left hemisphere, in over 90% of the normal population, language normally involves information processing between both hemispheres. Different centers in the brain cooperate to understand and produce speech. Broca's area, in the left frontal lobe, controls the production of speech sounds. As a teacher, an educationist let us understand the functionality of the brain of our beloved students and help them for learning the second language effectively.

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DEVELOPMENT OF THE ART OF INTERCOMMUNICATION IN CHILDREN

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Abstract

The art of intercommunication, commonly referred to as the language arts, includes sensory responses, such as looking and listening, and sensory-motor reactions, particularly speaking, writing, and drawing. Implicit in the achievement of satisfactory intercommunication are the abilities to understand the gestures and facial expressions of another person and his oral and written forms of language, as well as the ability to develop understandable communication patterns of one's own. The growth of the art of intercommunication follows a course from birth onward that is relatively similar to progress in other aspects of development and closely interrelated with them.

Introduction

Intercommunication: If a child is normal at birth he possesses all the potentialities needed for the gradual development of the various forms of intercommunication. Some writers divide the progressive stages of language development according to the following general categories:

1. Reflex sounds and feeble gestures
2. Babbling
3. Use of simple words
4. More or less meaningful one-word sentences
5. The combination of words into thought units –oral and written
6. Mastery of the language arts

The progress of the development of language ability generally is continuous. There is no sharp difference between the end of one period and the beginning of the next, although the rate of progress may vary from time to time. There also is some overlapping of sequential patterns.

The Development of Speech Patterns

From the beginning of its development, language has social significance. From the earliest years onward, an individual uses one or another form of language to indicate his wants and needs. The earliest forms of expression are overt. As the child progresses in his power to adapt his behaviour to the interests and wishes of others, he gradually learns to suppress his impulse to "talk out loud." His speech becomes subvocal and then, for the most part, silent speech (thinking).

Stages in Speech Progress: Investigators differ as to whether the birth cry constitutes the first attempt at communication or should be regarded merely as a reflex. It is generally agreed, however, that the infant's gestures and first vocalizations may be indications of his needs and wants. Crying, accompanied by body movement, becomes differentiated by the end of the third week, in terms of hunger, cold, pain, wetness, and other physiological states. As the

infant grows, his crying becomes more specific to the situation by which he is conditioned. During the first few months, the child also gives expression to many different kinds of explosive vocalizations, in which some investigators find the beginnings of basic speech sound. These sounds, commonly referred to as cooing, are unlearned, resulting from chance movements of vocal organs. At first these vocalizations resemble vowel sounds more than they do consonants.

Babbling: The babbling stage usually extends from the third to the eighth month. This represents a gradual development of the sounds made earlier. The child apparently selects (without any reasoning)those sounds which give him pleasure and continues to repeat them for his own satisfaction and probably for the delight of his parents who encourage him in this practice. Consequently, he may iterate many times and with some slight rhythm and inflection such meaningless expressions as da-da, ma-ma, oddle-oddle, uggle-uggle. Too often, adults try to put meaning into these random vocalizations, especially da-da and ma-ma.

Gestures: As a substitute for intelligible speech the young child soon becomes proficient in the use of gestures and whole-body movement. A baby who does not want any more food may push the nipple away from his mouth, turn his head away from the nipple, pucker up his face, or close his lips. He may wriggle and squirm when he is held and wants to be free. He will hold out his arms and smile if he wants to be picked up from his crib and be held. As the child learns to be articulate in the vocal expression of his wishes, he is less dependent upon gestures. As he matures, hand gestures, facial grimaces, and other gestures are employed for the purpose of emphasizing the spoken word. For the most part, these represent imitation of behaviour habits in associates.

Development of Word Usage

In order to give expression to his wants, interests, and thoughts, the child must achieve mastery of four aspects of intercommunication through speech: understanding what other say, developing a vocabulary of his own, learning to pronounce words correctly, and achieving acceptable sentence structure.

Word Usage: Even the very young child appears to understand the significance in relation to himself of certain simple words or combinations of words such as “No!”or “No, no,” “Shake bye –bye,” and similar suggestive terms used by parents and other adults. Since the spoken word or phrase usually is accompanied by an appropriate gesture and facial expression, it is difficult to determine whether the baby is responding to the spoken word or to the total situation. It is probably true, however, that he comprehends much of what is said to him before he can express himself in words.

As the child learns to understand the meaning of words and sentences he begins to build his vocabulary. At first, this may consist of no more than the imitative repetition of words he hears, with little or no understanding of their connotation. He gradually develops a vocabulary that is useful to him. His first words are nouns that are employed by him in a general sense. All men are “daddy.” Women are “mamma.” The term “doggy.” is applied to any kind of dog and may have different implication such as “See the doggy,” “I want the doggy,” or “I pat the doggy.” This use of noun only to express action of one kind or another is referred to by some psychologists as word sentence. Later, the child may use simple action verbs; still later, simple adjectives find their way into his speech pattern.

The child appears to sparing in his use of words to express his wants or feelings. At first, he also uses his name or the word "bay" in place of a pronoun. For example, "Baby eat" means "I want to eat, "or" I am hungry"; "Johnny go choo-choo" is the young child's way of saying "I want a train ride. "Emotional states find expression in such forms as "Good baby," "Bad mamma." and the like. These verbal expressions usually are accompanied by appropriate gestures.

Vocabulary: By the time he is eighteen months old, the child may be expected to have achieved an average of about ten or twelve simple words, although the range may extend from three of four to one hundred. His vocabulary increases rapidly during the next three or four months.

From about two to two and one-half years of age the child possesses a vocabulary of from two hundred to three hundred words, although some studies indicate that a few children can give evidence of vocabularies extending into the thousands. The three-year-old probably has acquired a vocabulary of a thousand words or more, which continues to increase. Recent studies in the field credit him at the age of twelve with a recognition vocabulary well in excess of thirty thousand words and a usage vocabulary somewhere in the neighbourhood of ten thousand words.

Verbal Language: Beginning with the one-or two-word phrase, the child rapidly achieves the ability to pattern his sentence structure upon the models by which he is stimulated. From the age of two or thereabouts throughout childhood he gradually progresses toward a relatively adult pattern of oral expression.

Age Period- 2-3: Although the one-or two-word sentence can still be heard, the child is beginning to use longer sentences and to very their form. A few example are: "cup all gone,"
"I see daddy go by car," "I like sweet potatoes (sweet potatoes)." Another sign of progress during this stage of development is the increased use of pronouns, especially, I, me, and you. The child does not always use the first two correctly, e.g., "I want to go." Toward the end of this period there also may be evidenced the correct use of plurals and of past tense. The sentence structure of the three-years-old tends to become more complex. Parts of speech, mood, and tens are recognized, although they still may be used inadequately. The "talking stage" may have begun.

Age Period-4-5 Sentence structure has improved by the fourth year. The child likewise becomes more and more sensitive to correct grammatical usage. He becomes extremely talkative, not only with others but to himself. He appears to show interest and concern about matters not connected with the present situation, and he evinces interest in others besides himself. He asks many questions, sometimes not waiting for an answer to one before asking another. He seems to be intrigued by his developing powers of expression and to be eager to practice his newly found ability.

The child of kindergarten age displays a fairly efficient control of oral expression. He still lacks understanding of many of the accepted niceties of word meaning, pronunciation, and grammatical usage. This can come only through training, and sometimes is not mastered by adults.

Later Childhood: By the time the child enters elementary school he probably has developed a relatively fair appreciation of the language standards to be applied and the limitations to be observed as set by adult society. He is ready to use speech as a mean of relatively intelligent intercommunication and as a tool for learning.

The child's school and other social experiences are potent factors in the development of his verbal speech patterns. The length and complexity of his sentences gradually increase. The preadolescent can talk fluently about many kinds of topics, without always understanding, however, the import of what he is saying His grammatical structure (when h e is careful) usually is satisfactory. He is sensitive to correct pronunciation and tends to enunciate with precision and clarity.

Factors of Speech Development

Although the development of the speech pattern can be expected to follow certain more or less uniform cycles, various factors either help or hinder progress at the different age levels. The most common of these influences are: general growth rate, intelligence, sex, and socioeconomic status.

General Growth Rate

Some children display a physical and psychological maturation pattern that is either more rapid or slower than what can be considered average or normal. Studies have shown that in cases of children whose general growth sequence was "ahead" of itself, the speech mechanisms were so far advanced in their development that the early stages of vocalization appeared to be telescoped. The young child was able to make distinguishable sounds and put meaning into them long before this normally could be expected.

Contrariwise, parents sometimes are disturbed by the fact that their child does not "learn to talk" so early or as rapidly as do other children in the same or in neighbours' families. In such cases, the difficulty may be caused by a generally slow process of growth. Given time, without being forced, the child probably will catch up with his peers by the time he is six or seven and then possibly outstrip them in his ability to speak. If, however, retarded speech is an accompaniment of retarded or deficient mental development the child may continue to have difficulty in achieving satisfactory powers of intercommunication.

Intelligence: A child's degree of mental alertness at any stage of his development would seem to exercise a potent influence upon the degree of facility with which and the rate at which he achieves intelligible speech and acceptable speech patterns. The bright child may begin to talk as much as four months earlier than the so-called average child. The mentally slow child may be delayed three years in his development of an acceptable speech pattern. Feeble-minded children show great variation in the extent to which they ever develop intelligible speech.

The mentally alert child not only begins to speak early but also appears too quick in developing mature pattern of speech. This facility sometimes causes adults to expect of his a kind of adult power of thinking that is beyond him. In this connection, it also has been found that some children display a precocity in their early speech behaviour that is not continued. By the time they are ready early speech behaviour that is not continued. By the time they are ready for elementary school or later, their reactions seem to have slowed down to a point where they are no better than a good average. The opposite also is true. A slow beginner may seem to take a sudden spurt during his elementary school days and excel the supposedly normal children of his age and school group. This is an experience common to teachers who have taught the same children in the first grade and then again in a higher grade.

Sex: According to studies in this field it seems that, in general, girls begin to speak earlier than boys do, and use longer sentences earlier. Girls excel in their development of general speech patterns, such as length of sentence, grammatical correctness, word usage, comprehensibility, and loquacity. On the average, girls appear to develop a larger vocabulary than do boys and to achieve it earlier. This superiority, although slight in some instances, continues to maturity. Some boys, however, may finally exceed girls in their maximum development of speech patterns.

Socioeconomic Status: It is generally agreed that children reared in homes reflecting a favourable socioeconomic status are superior in language ability to children who come from homes of lower status. Some psychologists claim that there may be as much as eight months' difference in the rate of development. It also has been observed that school entrants who come from "better" homes seem to have developed by that time a better speech pattern, a larger vocabulary, and greater loquacity than have children who are the products of "poorer" homes or of institutions.

There is not so general an agreement concerning the causes of these differences. Adults who have been able to achieve an adequate socioeconomic status are assumed to possess a relatively high intelligence status and a superior educational background. Hence, it can be expected that a child of such parents will have inherited good mental ability and, during his growing years, will have been surrounded by relatively acceptable speech pattern. Since much of the child's vocabulary and general speech pattern are acquired through imitation, it would seem logical to conclude that good biological inheritance plus favourable environmental conditions tend to result in superior language development.

Speech Difficulties

From the lower schools through the college level, considerable attention is being focused upon speech improvement. Speech difficulties may range from "sloppy" speech, resulting mainly from inadequate or faulty learning, to accrual speech disorders that have their roots in organic conditions or emotional tensions.

Faulty Speech: As a result of inadequate learning or slow maturation during babyhood and the preschool years, a child may develop unintelligible speech or incorrect speech years; a child may develop unintelligible speech or incorrect speech patterns. There are several common types of faulty speech. Essential letters, syllables, or words may be omitted, e.g., throw for throw, or milk good for the milk is good. The incorrect verb, pronoun, or preposition may be used; letters may be interchanged in a word syllable. Errors such as these constitute what is generally referred to as "baby" talk. If these incorrect speech patterns are encouraged as "cute" or imitated by adults in their conversations with young children, the habit patterns tend to persist well into later childhood. Certain ungrammatical forms continue through adulthood if they are not checked early. Notable among these are the double negative and the incorrect use of certain pronouns, especially I and me, and who and whom. In general, however, these early childhood errors respond successfully to patient and consistent correction.

Speech Disorders: Speech defects or disorders that tend to persist or that appear later in the child's life is much more serious than the faulty speech of the you7nd child. Some of these defects require surgical attention; some respond more or less favourably to other forms of

therapy. It appears that speech defects are more common among boys than among girls. Some of the serious defects are intensified forms of early faulty speech patterns. Speech disorders may take any one of various forms of difficulties or combinations of them. The "hissing s". Often caused by spaces between the front teeth, may be combined with "lateral emission," associated with incorrect control of air while speaking. A few of the more common forms of serious speech disorders are: lisping, slurring, stuttering, and stammering.

Lisping: The substitution of letter sound, e.g., tithe for this, may be an uncorrected continuation of "bay" talk. Such cases respond easily to training unless the habit has become fixed. The defect is more serious if it results from a deformity of the jaw, lips, or teeth. Unless the physical difficulty can be corrected, the child must be helped to develop new patterns of letter formation.

Slurring: Slurring, or the running of words together in such way as to cause unintelligible speech, may result from any one of various conditions. Sometimes the child, especially as a school entrant, is so eager to talk that he appears to be "tumbling all over himself" in his attempts to say all that he wants to say. Consequently, his speech is rapid and his words are enunciated indistinctly. A child who has developed his speech patterns in the relatively secluded environment of the home may become "tongue-tied" in the presence of strangers. His fear of these alien influences results either in h is apparent inability to talk at all or in the mumbling of words through partially closed lips. Most serious is the slurring that is caused by organic difficulties such as lack of tongue development, paralysis of the vocal organs, or difficulties of the lips or jaw.

Stuttering and Stammering: Both of these speech difficulties seem to have their roots in motional tensions or in other forms of emotional maladjustment. Fear of failure, a feeling of insecurity in a particular situation, or attempted speech improvement resulting from over prodding by adults is among the factors that may give rise to one or both of these disorders.

Some studies have shown a possible hereditary base. At one time it was believed that the development of stuttering was associated with attempts to change a child's hand preference from left to right. This theory is not generally accepted at present. Whatever evidence there may be of a displayed association between the two can be explained in terms of emotional tensions experienced by a child as he attempts to respond to adult pressures exerted upon him to change hand habits already developed. Although stuttering and stammering often are linked to each other, there is a behavioral difference between them. In stuttering the individual tends to repeat sounds, words, or phrases. He often has difficulty in enunciating the first consonant letter of a word, as d-d-drink. The stammered seems to be unable to produce any speech sound. He gasps, hesitates, gasps again, and mouths the word. He finally may be able to produce it. Since facial grimaces and other spasmodic movements may accompany the individual's attempts to articulate promptly and effectively, the embarrassment caused him by the effect of his struggles on his associates may intensify his nervous and emotional tension. If no organic difficulty is apparent, therapy needs to be applied that will relax the patient's emotional tonus. Patience on the part of both the therapist and the client are needed if the condition is to be ameliorated or overcome.

Development of Reading Ability

The development of reading ability is closely related to other aspects of growth and development, especially speech development. Also, as is true of speech development, girls excel boys in reading readiness by the time they reach school age.

Before the Age of 3: The young child's reading experiences are limited to the more or less accurate identification of simple, detail-free pictures. At the age of about eighteen months the child can point to pictures in a book that previously have been identified. He then may learn to say, for example, "bow-wow" when shown a picture of a dog. By the time he is two years old he should be able to name pictures of objects, animals, or people with which he has had experience. During the next year he develops the ability to name certain letters on blocks or in alphabet books.

Ages 4 And 5: By the time a child reaches his fourth year, he usually has acquired the ability to recognize several capital letters. He may associate a letter with the first letter of a name with which he is familiar. The five-years-old usually can recognize his first name and identify word signs such as hot and cold on faucets, or stop and go. He also may be able to read letters in sequence and ask what they spell. The child of this age is beginning to gain a little understanding of word symbols. Toward the end of this period he likes to listen to a story that is being read to him while he looks at both the pictures and the next.

Later Development: When the child enters the elementary school at the age of six he can be expected to differentiate between small and capital letters, and to recognize words and word combinations. He can match words and find specific words that relate to a story being read to him. He also may seem to be able to read simple stories that at one time were repeated by him from memory. His general attitude now is one of interest in words in relation to himself and to his experiences. Beginning with the seventh year, the child starts to read on his own. Although he may mistakes or omit words that are a little more difficult than the cat and dog level, the spelling o which may aver developed earlier with parental encouragement. He likes to read aloud. In his eagerness to finish a sentence, he may omit words. It his nor always evident that h understands what he is reading. During this year he also begins to read silently. Some children seem to prefer silent reading to oral reading. With the ninth year begins the child's interest in reading stories related to materials and events outside his own experiences. He may want to read about all kinds of different places and things. His silent reading shows improvement, since he is able to put more or less mechanical, but memory for facts seems to respond better to oral than to silent reading. The average child's reading progress and the amount of encouragement to read he experiences, both in the home and at school.

Factors of Reading Development: The child's rate and achieved efficiency in reading is dependent upon various factors. There are great individual differences among childre3n in this aspect of development. Visual and auditory acuity, mental ability, and environmental conditions exercise a potent influence upon reading progress. The emotionalized attitudes of the child also must be considered. If he appears to be a little slower than others during his early school experiences in reading, he may lose confidence in himself and develop fear and dislike of reading situations. On the other hand, the quick young reader is thereby helped to develop self-assurance, and is stimulated toward further reading progress. He usually is the child who can age found browsing in a library for books that might seem to be beyond his age and maturity level.

Development of Written Expression

In order to develop the ability to communicate with others by means of the written word, the child must have acquired adequate penmanship skill and an adequate usage vocabulary, i.e., words which he can spell and of which he understands the meaning. He also must have achieved the power to arrange words in simple sentence form, with some knowledge of capitalization. Most important of all, probably, is the felt need to engage in one or another form of written communication. Since modern children seem to learn early to communicate with their friends by telephone, former stimuli, such as inviting friends to a party or accepting invitations, no longer have the potency that they once had.

When the child enters school or in some cases during preschool years he is encouraged to express h is thoughts, interests, and feelings in written form. This activity poses many problems: to have something to say, to find the right words in which to say it and to spell these words correctly, to express one's thoughts in acceptable form, and to write legibly with proper attention to such mechanics as space relationships, margins, and general neatness of appearance. Each of these skills must be mastered by the child before he can be said to have developed adequately the art of written communication. Individuals differ widely in ability to acquire skill in written composition. This true of adults as well as of children. Mental abilities, motor control, and memory and imagination as well as fine sense of word usage and balanced sentence structure are among the factors that affect the degree of skill a child may be expected eventually to attain.

Whether superior ability in written expression, especially in the field of creative writing, has a hereditary base is not certain. It is true that effective production seem to "run" in families. Early and continued favorable environment, and encouragement, as well as inherited potentialities may be responsible for the difference that exists.

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AWARENESS ABOUT ADVERSITY QUOTIENT AMONG SECONDARY TEACHER TRAINEES

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Abstract

Nowadays we see that there are rapid changes in every aspect of our life. The cyber age has brought about a revolution in the field of communication and information technology. Living standard of the people is increasing and there is a lot of exposure to Western world. The environment around us is more dynamic than ever before. Competition is everywhere and we are finding it difficult to meet the challenge posed by the dynamic environment. The aim of the study is to assess the Adversity Quotient level of the secondary teacher trainees. Normative survey method was adopted in the study. 130 secondary teacher trainees studying in K.S.K College of Education, Kumbakonam were selected as the sample for the study. Cluster sampling technique was adopted. Scale of Adversity Quotient constructed and validated by investigators was used in the study. Descriptive statistics and t-test were used to analyse the data. The study reveals that the selected sample of secondary teacher trainees have moderate adversity quotient characteristics. The study concludes that there is a need to improve the Adversity Quotient level of the secondary teacher trainees as they will be facing new challenging situations in their lives.

Keywords: *Adversity Quotient*

Introduction

Adversity Quotient measures our ability to face the adversities. Adversity is a state of hardship, affiliation, misfortunes and troubles. Adversity faced by individual can cause a loss of hope. Adversity Quotient deals with various components like performance, motivation, empowerment, creativity, productivity, learning, energy, hope, happiness, emotional health, physical health, persistence, resilience, attitude, response to change etc. According to Dr.Paul Stoltz, We face more than 21 adversities in a day. Dr.Paul Stoltz has suggested that there are three types of capacities in each person.

Required Capacity - To meet world's demand.

Existing capacity - Consist of person's skill, aptitudes, talents, knowledge and experiences.

Accessed capacity - The portion of existing capacities that is actually used or divided.

Components of Adversity Quotient

Paul Stoltz (2000) has identified the following four components (CORE) related to Adversity Quotient.

C- Control: Measures the degree of control the person perceives that he or she has over adverse events.

O - Ownership: Measures the extent to which the person owns or takes responsibility for the outcomes of adversity or the extent to which the person holds himself or herself accountable for improving the situation.

R - Reach – Measures the degree to which the person perceives good or bad events reaching into other areas of his or her life.

E - Endurance: Measures the perception of time over which good and bad events and their consequences will last.

Objectives of the Study

To assess the awareness level of secondary teacher trainees about Adversity Quotient

To find out the significant difference between the secondary teacher trainees in their awareness about Adversity quotient with respect to their gender, age and Educational Qualifications.

Methodology

Method: Normative survey was adopted in the study to assess the AQ level of the secondary teacher trainees.

Sample: The Secondary teacher trainees studying in the colleges of education in Thanjavur Dist form the population. 130 secondary teacher trainees studying in K.S.K College of Education, Kumbakonam were selected as the sample for the study. Cluster sampling technique was adopted.

Variable: Awareness about Adversity quotient is the variable taken for the study. Null hypotheses were framed. The Scale of Adversity Quotient constructed and validated by investigators was used as the tool in the study. Descriptive statistics and t-test was used to analyse the data.

The significant difference between the mean scores of the secondary teacher trainees in their awareness about Adversity quotient is shown in table 1.

Table 1 shows the significant difference between the mean scores of the secondary teacher trainees in their awareness about Adversity quotient

Group	N	M	SD	t -Value
Men	52	137.00	16.178	0.611
Women	78	135.24	16.073	NS
Age-Below 21	85	134.13	16.260	1.710
Age-above 21	45	139.33	16.640	NS
UG	46	133.14	16.270	1.367
PG	84	137.23	16.470	NS

NS - Not significant at 0.05

The table 1 indicates that the 't' values are not significant at 0.05 level of significance. Show the null hypotheses were accepted.

Findings

The following are the findings of the study

1. The overall Adversity quotient of secondary teacher trainees is 136.12. According to Paul Stoltz (2000) it is a moderate Adversity quotient characteristics, which means the under

utilization of potential, Problems takes a significant and unnecessary toll, making climbing difficult and a sense of helplessness. The men secondary teacher trainees are at a higher level than the women secondary teacher trainees: the teacher trainees with age above 21 are at a higher level than teacher trainees with age below 21 years: The PG qualified teacher trainees are at higher level than UG qualified teacher trainees in their Adversity Quotient.

2. There is no significant difference between the men and women secondary teacher trainees in their awareness about adversity quotient.
3. There is no significant difference between the secondary teacher trainees with age below 21 and above 21 in their awareness about adversity quotient.
4. There is no significant difference between the secondary teacher trainees with UG and PG educational qualification in their awareness about adversity quotient.

Conclusion and Educational Implication

The study reveals that the selected sample of secondary teacher trainees have moderate adversity quotient characteristics. Secondary teacher trainees are the future of our nation and they are going to face a new challenging environment. If they are properly empowered with respect to adversity quotient they will become effective teachers and good citizens of the nation. The adversity quotient of secondary teacher trainees may be enhanced by training them to respond to adversities in a particular situation, exploring the origins and responses, analyzing the evidences and to react accordingly.

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A STUDY ON "TALENT MANAGEMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR JOB SATISFACTION AND ORGANIZATIONAL CLIMATE," IN BANGALORE

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Abstract

Talent Management is a conscious, deliberate approach which helps to attract, develop and retain secondary school teachers with the abilities to response to a changing and complex operating environment of an educational organizations. Job satisfaction refers to how people feel about their jobs and different aspects of their jobs (Spector, 1997). Job satisfaction as 'an overall feeling about one's job or career in terms of specific facets of the job or career. Perie and Baker (1997). Organizational climate is a comprised mixture of norms, values, expectations, policies and procedures that influence work motivation, commitment, individual and the whole organization talent management. The main objectives of this study aims to examine the talent management of secondary school teachers in relation to their job satisfaction and organizational climate. The researchers has adopted the survey method of research. The sample consists of 500 secondary school teachers from 50 schools selected by stratified random sampling technique. The researcher developed a self-made talent management questionnaire of 50 items, job satisfaction questionnaire of 36 items and organizational climate questionnaire of 60 items to measure the talent management of the secondary school teachers in relation to their job satisfaction and organizational climate. The questionnaire was developed on four point likert scales to elicit the opinions of secondary school teachers. The researcher established content validity and reliability by split-half method, and the value is 0.76. To find out the meaning, interpretation of the raw scores, the data were analyzed using mean, standard deviation, 't' test and "f" test. The findings show (a) there is no significant difference in the talent management, job satisfaction and organizational climate of secondary school teachers with regard to (i) gender, (ii) academic qualification (iii) designation (iv) eperience and (v) type of organizations. It also show significant difference in the talent management of secondary school teachers with regard to designation and significant difference in the job satisfaction with regards to gender, designation and experience.

Keywords: *Talent management, Job satisfaction and Organizational climate.*

Introduction

Talent management refers to the study of the relationship between man and the work place. Talent Management, often referred to as Human Capital Management, Is the process of recruiting, managing, assessing developing and maintaining an organizations most important resource its people (Shukla, 2009). Job satisfaction refers to how people feel about their jobs and different aspects of their jobs (Spector, 1997). Organizational climate is a comprised mixture of norms, values, expectations, policies and procedures that influence work motivation, commitment, individual and the whole organization. The relationship between talent management, job satisfaction and organizational climate of secondary school teachers helps to enhance teachers talent and promote the efficiency and quality of any educational organization.

Talent management, as a practice, around the world are highly implemented to keep desirable employees in order to meet organizational objectives. Education is the groundwork based on which any country can progress and develop. The Secondary schools respond to today's teachers workforce and the demographic needs are challenged, they have begun to examine their assumptions about the talent management, job satisfaction and organizational climate. The necessity of attracting talented teachers in various areas have made schools realize the contributions made by the talented teachers in terms of knowledge creation among students, building relationships with the community and parents thus upholding the reputations of the schools (Bryan, 2007).

In a secondary education context, best performing schools usually identify talented teachers. Secondary Schools like other organizations must develop their most valued teachers since parents attach their children's success to particular teachers upon which if the school fails to retain such teachers, customer royalty is likely to be lost. The talent management of secondary school teachers is the need of the day. Its adequate recognition and implementation of its relevant needs is crucial for developing talented secondary teachers and upholding the performance of the secondary schools. The talent management strategies are the powerful instruments to achieve the survival of the future talented teachers generation and organizations have to show light of hope to the future talented teachers generation.

Need for the Study

The present study throws light on the talent management of secondary school teachers in relation to their job satisfaction and organizational climate. Talent management has great potential for enhancing secondary school teachers talent in the educational setting. Secondary school managements can use talent management strategies in different ways to aid professional development by effective teaching skills and performance management of the teachers. It helps the management and individual secondary school teacher to improve the overall efficiency of being a talented teacher, Which would ensure the organization development.

The secondary school managements and teachers who have not developed favorable attitude towards talent management as an instrument, would not have given fruitful results. Talent management helps the secondary school teachers to adopt emerging innovative strategies in the teaching skills and performance. Talent and the polished skills of a secondary school teachers are reflected on the students and the quality of the outcome education. From the present day talent management point of view, exposure of secondary school teachers to different strategies of talent management and their application aspects with special relation to job satisfaction and organizational climate would ensure not only the required teaching skills and performance management, but also make them to imbibe desirable attitude and love for the profession and organization development.

So to say, in today's volatile and educational climate, managing talent for high performance of secondary school teachers will play an increasingly crucial role in professional and organizational development. The effective talent management is a top priority in educational organizations everywhere. Thereby the significance of the present study is felt by the researcher probing into the talent management of secondary school teachers in relation to their job satisfaction and organizational climate.

Objective

To find out whether there is any significant difference in the talent management of secondary school teachers in relation to job satisfaction and organizational climate with regard to certain demographic variables – (i) gender, (ii) designation, (iii) academic qualification, (iv) experience and (v) type of organizations.

Null Hypothesis

There is no significant difference in the talent management of secondary school teachers in relation to job satisfaction and organizational climate with regard to certain demographic variables – (i) gender, (ii) designation, (iii) academic qualification, (iv) experience and (v) type of organizations.

Operational Definitions of the Key Terms

Talent management: is the science of using strategic human resource planning to improve organizational value and to make it possible for organizations and organizations to reach their goals. Everything done to recruit, retain, develop, reward and make people perform forms a part of talent management as well as strategic workforce planning.

Job satisfaction: Job satisfaction refers to how people feel about their jobs and different aspects of their jobs (Spector, 1997). Teachers commitment and effectiveness solely depend on motivation, morale and job satisfaction" (Shann, 2001).

Organization climate: is a comprised mixture of norms, values, expectations, policies and procedures that influence work motivation, commitment, individual and the whole organization talent management. Industrial and social psychologist define organizational climate as the perceptions of teachers about their environment (Hoy et al., 1991, Tagiuri, 1968).

Methods and Procedures

The researcher has adopted the survey method of research, to study the talent management of secondary school teachers in relation to their job satisfaction and organizational climate. The present study consists of a sample of 500 secondary school teachers from 50 secondary schools selected by stratified random sampling technique. The researcher developed a self-made talent management questionnaire of 50 items, job satisfaction questionnaire of 36 items and organizational climate questionnaire of 60 items to measure to measure the talent of the secondary school teachers. The researcher established content validity and reliability by split-half method, and the value is 0.76. To find out the meaning, interpretation of the raw scores, the data were analyzed using mean, standard deviation, 't' test and "f" test.

Data Analysis

Talent management

H01: There is no significant difference in the talent management of secondary school teachers with regard to gender.

Table 1 Difference in the talent management of secondary school teachers with regard to gender

Gender	N	M	SD	't' value	Remarks at 5% level
Male	146	153.74	13.78	1.346	Not Significant
Female	354	151.71	15.93		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the table that there is no significant difference between male and female secondary school teachers in their talent management with regard to gender as the calculated 't' value 1.346 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

H02: There is no significant difference in the talent management of secondary school teachers with regard to Designation.

Table 2 Difference in the talent management of secondary school teachers with regard to Designation

Designation	N	M	SD	't' value	Remarks at 5% level
Post graduate	233	149.82	16.52	3.413	Significant
Trained Graduate	267	154.47	13.92		

(At 5% level of significance, the table value of 't' is 1.96)

It is understood from the above table that there is significant difference between Post graduate teachers and Trained graduate teachers in their talent management with regard to designation, since the calculated 't' value 3.413 is greater than the table value 1.96 at 5% level of significance. It is also clear that post graduate teachers have high talent management. Hence the null hypothesis is rejected.

H03: There is no significant difference in the talent management of secondary school teachers with regard to academic qualification.

Table 3 Difference in the talent management of secondary school teachers with regard to academic qualification

Designation	N	M	SD	't' value	Remarks at 5% level
Under graduate	221	151.17	13.50	1.467	Not Significant
Post Graduate	279	153.20	16.63		

(At 5% level of significance, the table value of 't' is 1.96)

It is learnt from the table that there is no significant difference between graduate and post graduate secondary school teachers in their talent management with regard to academic qualification as the calculated 't' value 1.467 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

H04: There is no significant difference in the talent management of secondary school teachers with regard to Experience.

Table 4 Difference in the talent management of secondary school teachers with regard to Experience

Source of variation	Sum of squares	MSV	'F' value	Remarks at 5% level
Between	591.501	295.751	1.256	Not significant
Within	117001.897	235.416		

(At 5% level of significance for 2,497 df, the table value of 'f' is 3.00)

It is understood from the table that there is no significant difference belonging to between groups and within groups of secondary school teachers in their talent management with regard

to experience as the calculated 'f' value 1.256 is less than the table value 3.00 at 5% level of significance. Hence the null hypothesis is accepted.

H05: There is no significant difference in the talent management of secondary school teachers with regard to Types of organizations.

Table 5: Difference in the talent management of secondary school teachers with regard to Types of organizations

Source of variation	Sum of squares	MSV	'F' value	Remarks at 5% level
Between	591.501	295.751	1.256	Not significant
Within	117001.897	235.416		

(At 5% level of significance for 2,497 df, the table value of 'f' is 3.00)

It is inferred from the table that there is no significant difference belonging to between groups and within groups of secondary school teachers in their talent management with regard to type of organizations as the calculated 'f' value 1.256 is less than the table value 3.00 at 5% level of significance. Hence the null hypothesis is accepted.

Job Satisfaction

H01: There is no significant difference in the job satisfaction of secondary school teachers with regard to gender.

Table 6 Difference in the job satisfaction of secondary school teachers with regard to gender

Gender	N	M	SD	't' value	Remarks at 5% level
Male	146	106.31	9.353	2..016	Significant
Female	354	104.43	9.506		

(At 5% level of significance, the table value of 't' is 1.96)

It is reveals from the table that there is a significant difference between male and female secondary school teachers in their job satisfaction with regard to their gender as the calculated 't' value 2.016 is higher than the table value 1.96 at 5% level of significance. This shows that the job satisfaction is affected by the gender difference of secondary school teachers. Hence the null hypothesis is rejected.

H02: There is no significant difference in the job satisfaction of secondary school teachers with regard to Designation.

Table 7: Difference in the job satisfaction of secondary school teachers with regard to Designation

Designation	N	M	SD	't' value	Remarks at 5% level
PGT	223	103.74	8.865	2.751	Significant
TGT	267	106.6	9.895		

(At 5% level of significance, the table value of 't' is 1.96)

It is understood from the above table that there is significant difference between Post graduate teachers and Trained graduate teachers in their job satisfaction with regard to designation, since the calculated 't' value 2.751 is greater than the table value 1.96 at 5% level

of significance. It is also clear that post graduate teachers have high talent management. Hence the null hypothesis is rejected.

H03: There is no significant difference in the job satisfaction of secondary school teachers with regard to academic qualification.

Table 8: Difference in the job satisfaction of secondary school teachers with regard to academic qualification

Designation	N	M	SD	't' value	Remarks at 5% level
Under Graduate	221	104.38	9.031	1.259	Not Significant
Post Graduate	279	105.46	9.830		

(At 5% level of significance, the table value of 't' is 1.96)

It is learnt from the table that there is no significant difference between graduate and post graduate secondary school teachers in their job satisfaction with regard to academic qualification as the calculated 't' value 1.259 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

H04: There is no significant difference in the job satisfaction of secondary school teachers with regard to Experience.

Table 9: Difference in the job satisfaction of secondary school teachers with regard to Experience

Source of variation	Sum of squares	MSV	'F' value	Remarks at 5% level
Between	1403.506	701.753	8.00	significant
Within	43546.294	87.618		

(At 5% level of significance for 2,497 df, the table value of 'f' is 3.00)

It is inferred from the table that there is significant difference belonging to between groups and within groups of secondary school teachers in their job satisfaction with regard to experience as the calculated 'f' value 8.00 is higher than the table value 3.00 at 5% level of significance. Hence the null hypothesis is rejected.

H05: There is no significant difference in the job satisfaction of secondary school teachers with regard to Types of organizations.

Table 10: Difference in the job satisfaction of secondary school teachers with regard to Types of organizations

Source of variation	Sum of squares	MSV	'F' value	Remarks at 5% level
Between	216.086	108.043	1.200	Not significant
Within	44733.714	90.007		

(At 5% level of significance for 2,497 df, the table value of 'f' is 3.00)

It is understood from the table that there is no significant difference belonging to between groups and within groups of secondary school teachers in their job satisfaction with regard to type of organizations as the calculated 'f' value 1.200 is less than the table value 3.00 at 5% level of significance. Hence the null hypothesis is accepted.

Organizational Climate

H01: There is no significant difference in the organizational climate of secondary school teachers with regard to gender.

Table 11: Difference in the organizational climate of secondary school teachers with regard to gender

Gender	N	M	SD	't' value	Remarks at 5% level
Male	146	175.58	8.749	1.293	Not Significant
Female	354	174.42	9.250		

(At 5% level of significance, the table value of 't' is 1.96)

It is reveals from the table that there is no significant difference between male and female secondary school teachers in their organizational climate with regard to their gender as the calculated 't' value 1.293 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

H02: There is no significant difference in the organizational climate of secondary school teachers with regard to Designation.

Table 12: Difference in the organizational climate of secondary school teachers with regard to Designation

Designation	N	M	SD	't' value	Remarks at 5% level
PGT	233	174.44	9.443	0.733	Not Significant
TGT	267	175.04	8.823		

(At 5% level of significance, the table value of 't' is 1.96)

It is understood from the above table that there is no significant difference between Post graduate teachers and Trained graduate teachers in their organizational climate with regard to designation, since the calculated 't' value 0.733 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

H03: There is no significant difference in the organizational climate of secondary school teachers with regard to academic qualification.

Table 13: Difference in the organizational climate of secondary school teachers with regard to academic qualification

Academic qualification	N	M	SD	't' value	Remarks at 5% level
Undergraduate	221	174.58	8.275	0.399	Not Significant
Postgraduate	279	174.91	9.738		

(At 5% level of significance, the table value of 't' is 1.96)

It is learnt from the table that there is no significant difference between graduate and post graduate secondary school teachers in their organizational climate with regard to academic qualification as the calculated 't' value 0.399 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

H04: There is no significant difference in the organizational climate of secondary school teachers with regard to Experience.

Table 14: Difference in the organizational climate of secondary school teachers with regard to Experience

Source of variation	Sum of squares	MSV	'F' value	Remarks at 5% level
Between	396.192	198.096	2.399	Not significant
Within	41044.486	82.584		

(At 5% level of significance for 2,497 df, the table value of 'f' is 3.00)

It is inferred from the table that there is no significant difference belonging to between groups and within groups of secondary school teachers in their organizational climate with regard to experience as the calculated 'f' value 2.399 is less than the table value 3.00 at 5% level of significance. Hence the null hypothesis is accepted.

H05: There is no significant difference in the organizational climate of secondary school teachers with regard to Types of organizations.

Table 15: Difference in the organizational climate of secondary school teachers with regard to Types of organizations

Source of variation	Sum of squares	MSV	'F' value	Remarks at 5% level
Between	338.596	169.298	2.047	Not significant
Within	41102.082	82.700		

(At 5% level of significance for 2,497 df, the table value of 'f' is 3.00)

It is understood from the table that there is no significant difference belonging to between groups and within groups of secondary school teachers in their organizational climate with regard to type of organizations as the calculated 'f' value 2.047 is less than the table value 3.00 at 5% level of significance. Hence the null hypothesis is accepted.

Findings and Discussion

There is no significant difference in the talent management, job satisfaction and organizational climate of secondary school teachers with regard to (i) gender, (ii) academic qualification, (iii) experience, and (iv) type of organizations. There is significant difference in the talent management of secondary school teachers with regard to designation and also have significant difference in the job satisfaction with regards to gender, designation and experience.

The 't' test results of the present study reveal that there is no significant difference between gender, academic qualification, experience, and types of organizations of secondary school teachers in their level of talent management, job satisfaction and organizational climate. Similar results have been derived with regard to the significance of differences between gender, designation and experience of secondary school teachers.

The table 1, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15 shows the meager level mean differences between the above mentioned demographic variables. There is no wonder that the omnipotent and the all pervading strategies of talent management with their wider applications help everyone to develop a favorable attitude towards professional and organizational development despite their gender, academic qualification, experience and type of organizations.

But still, there is significant difference between the gender, designation and experience of secondary school teachers. It is quite natural that the length of experience increases, job satisfaction degree tend to rise. The teachers are happy or derives pleasure from their job and working environment, They are bound to perform better, enjoy a stronger bond with the job and organization and thus is sustained for a longer time period. The post graduate teachers with professional skills get along with effective performance management. The post graduate teachers, help their learners to aspire a lot about the subjects. Comparatively the trained graduate teachers with academic skills lag behind a lot regarding the effective performance management. By conducting seminars, workshops and orientation programs about talent

management and by giving training in developing talent aspects with regard to professional and organizational development, One can develop higher level of talent management, which is one of the constructive traits of the dynamic personality of the secondary school teachers.

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LANGUAGE SKILLS AMONG HIGHER SECONDARY STUDENTS WITH RESPECT TO PSYCHOLOGICAL FACTORS

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Introduction

Learning starts from womb to tomb. Language plays vital role in the process of learning. Study of language acquisition is essential in the present age. In the era of globalization language learning has been part of student life. English language has become a universal acclimation and hence all students need to learn it to be in touch with the world in the globalized era.

An English teacher has to identify the underlying factors for learning acquisition. Several factors like individual factors, environment related factors and sociological factors contribute to the process of language acquaintance. Hence the present problems explore the possibilities of language learning and the associated psychological factors that influence the language learning.

Need for Study

The language skills are pre-requisite for an individual to learn and grow. The basic language skills like listening, speaking, reading and writing has to be developed from elementary level itself. Listening is the gateway for language acquisition. Writing is associated with reading and all these skills aid for speaking and verbal communication of the individual. The acquisition of the language skill is governed by certain factors like: psychological factors. These factors have direct influence over the language acquisition. Learning a foreign language is often seen as a very difficult task among students. Hence the underlying factors responsible for language development are to be explored. This study helps to find out the relation among the different language skills. The influence of the psychological factors is studied in this study.

Language

Language according to Cambridge dictionary is “a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work”.

Psychological Factors

Psychological factors affect the language skills of the person. The domains namely cognitive and affective influence the language skills of the learner. The following are the important psychological factors that tend to influence the language skills.

1. Extraversion- Introversion

It is the level of social participation of the individuals. Extroverts are socially active with outward flow of their attention while introverts are socially less active with inward flow of their attention.

2. Self-Concept

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.

3. Independence – Dependence

The state of relying on or being controlled by someone or something else is dependence, while independency is a state of autonomy.

4. Temperament

It is related to the emotions of the individuals. The students with emotional intelligence develop the sense of expressing emotions in a desirable way.

5. Adjustment

It is the adaptability pattern of the individual. Individual with adjustment has more likely chance of learning.

6. Anxiety

It is the level of anxiety a person manifests. The person with more anxiety will be nervous, while a person with less anxiety is balanced. A slight degree of anxiety is needed for the performance of the individual.

Language skills

In the present study language skills denotes listening, speaking, reading and writing skills possessed by eleventh standard students in English language.

Psychological factors

The psychological factor refers to the scores obtained by the eleventh standard students in the multidimensional personality inventory.

Objectives

1. To study the language skills among higher secondary standard students.
2. To study the relationship between language skills and Psychological factors.

Sample of the Study

The sample consists of 11th standard students studying in different managements of school of kanchipuram district in Tamil Nadu. A total of 477 11th standard students constitute the sample of the present study.

Tools Used in the Study

The following tools are used in this present investigation:

Assessment of English Language Skills

Listening, Speaking, Reading and writing form the English language skills. For the assessment of these language skills appropriate too has been found by the researcher.

For the first two skills namely- Listening and speaking the researcher used the marks obtained by eleventh standard students in their tests English from First term portions from English reader of higher secondary – first year of Tamil Nadu text Book Corporation. The weightage of 50% Marks was given for it.

For the Reading and writing skills, the researcher uses English language proficiency test by K.S. Misra and Ruchi Dubey.

Assessment of Psychological factors

Multidimensional Personality Inventory

For assessing the psychological factors, Multi-dimensional personality inventory by Agarawal (1986) was used. This tool contains 120 items with 6 dimensions namely:

1.Extraversion- introversion, 2.Self- concept, 3.Independence - dependence, 4.Temperament and 5.Adjustment.

The inventory has 120 items and each 20 items are related to the above mentioned dimensions of personality. Each item has three alternatives answers 'yes', 'sometimes' and 'no'. The score is given in the following manner. 3 for yes, 2 for sometimes and 1 for no.

Analysis and Interpretation

Table 1 Showing Mean and Standard deviation of language skills

Variables	N	Max. Scores	Whole sample	
			Mean	S.D
Language skills	477	100	49.11	20.46

From the table 1 is found that the mean value of language skills is 49.11 and hence the selected samples of higher secondary school students have average level of language skills.

Table 2 Showing the mean and Standard Deviation of language skills with respect to different Psychological factor groups

Variable	Groups	n	Mean	S.D	t-value	df	L.S at .01 level
Language skills	Introvert	101	51.02	15.79	1.058	475	Not significant
	Ambivert	376	48.63	21.53			
	Independent	130	50.36	19.38	.818	475	Not significant
	Dependent	347	48.64	20.85			
	Good temperament	432	57.64	20.44	2.961	475	**Significant**
	Poor temperament	45	48.22	18.83			
	Good Adjustment	290	50.80	19.76	1.450	475	Not significant
	Poor Adjustment	187	48.02	20.86			

From table 2, it is inferred that temperamental traits of psychological factors show difference in language skills, while other psychological factors namely: social participation, dependency, adjustment doesn't influence the language skills of the students.

Findings of the Study

Following are the findings of the study:

1. Students have average level of language skills.
2. The psychological factor: social participation doesn't influence language skills.
3. The psychological factor: dependence doesn't influence language skills.
4. The psychological factor: temperament influence language skills.
5. The psychological factor: Adjustment doesn't influence language skills.

Recommendations

Following are the recommendations of the present study:

1. As the language skills is average measures has to be taken to improve the language skills among higher secondary school students.
2. The temperamental traits influence the language skills of the students and hence it has to be taken into to account while enhancing the language skills.

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A STUDY OF HOME ENVIRONMENT OF HIGHER SECONDARY SCHOOL STUDENTS AND THEIR ACADEMIC ACHIEVEMENT IN CHEMISTRY

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Abstract

The main aim of the study is to investigate the Home Environment of Higher Secondary School Students and their Academic Achievement in Chemistry. The normative survey method was adopted. 165 Higher Secondary School Students from both Government and Aided schools were used as a sample. The Home Environment Questionnaire constructed by Karuna Shanker Mishra was used to collected the data from the sample. Mean, standard Deviation and t-test were used to analyse the data. The study reveals that i) there is significant difference between male and female higher secondary school students of Home Environment of their Academic Achievement and ii) there is significant difference between Rural and Urban higher secondary school students of Home Environment of their Academic Achievement. The educational implications for further study are also as per the findings of the study.

Keywords: *Home Environment, Academic Achievement.*

Introduction

"The environment is everything that affects the individual except his genes"

Students grow up in several environments. Home, School and community are the setting for social and intellectual experiences from which they acquire and develop the skills, attitudes and attachments which characterize them as individuals and shape their choice and performance of adult roles. During childhood and adolescence most of the social influence upon individual can be categorized as being associated either with home or with school environments. In the early years the family is the most potent source of influence, but once children have entered school, new opportunities are created for adults, and for peers and older pupils to influence individual development. It is well known fact that most of those who become successful in life have come from homes where parental attitudes towards them were favorable and where a wholesome relationship existing between parents and children produces happy and friendly children who are constructive and affectionate members of the group. By contrast those who are unsuccessful in life come from homes where the parent child relationship is unfavorable.

Parents are an essential part of their student's environment. Therefore in order to foster caring, responsible and strong children, adults need to have a positive view of them (self concept) and serve as role model for their children. Self awareness is another key part of child's development. Self awareness is how much we know about ourselves, our beliefs about who we are and what are our capabilities are. This is why the parent" s ability to provide wings is so important. In order to succeed, students need to gain confidence in their abilities and gain a sense that they can do things on their own. The precious time between birth and maturity gives

parents many opportunities to balance roots and wings. Parents can lead the way in providing experiences that enhance their children view of themselves. This way parents can builds self esteem in their children and themselves in order to improve the quality of their lives and strengthen family relationship.

Students grow up in several environments. Home, School and community are the setting for social and intellectual experiences from which they acquire and develop the skills, attitudes and attachments which characterize them as individuals and shape their choice and performance of adult roles. During childhood and adolescence most of the social influence upon individual can be categorized as being associated either with home or with school environments. In the early years the family is the most potent source of influence, but once children have entered school, new opportunities are created for adults, and for peers and older pupils to influence individual development. It is well known fact that most of those who become successful in life have come from homes where parental attitudes towards them were favorable and where a wholesome relationship existing between parents and children produces happy and friendly children who are constructive and affectionate members of the group. By contrast those who are unsuccessful in life come from homes where the parent child relationship is unfavorable.

Need for the Study

The justification of a research project lies in its contribution to society for its welfare because national unity is the basic need of India. It is time of lively approval of educational development in India. When many changes are being it is a time of lively approval witnessed in organization, curricula and teaching techniques, it is pertinent to seek systematic and up to date information on the significant correlate of student achievement. It is appropriate in context to consider at once factors affecting the academic achievement such as Pupil's socio-economic back ground, intelligence, language as medium of instruction, various personality traits of students etc. The importance of scholastic or academic achievement has raised several important questions for educational researchers. What factors promote achievements in students'? How far do the different factors contribute towards academic achievement? Academic Achievement can be defined as "the performance of student in field of education which can be calculated through proper study of his / her previous records and mark sheets available. Many factors have been hypothesized and researched upon. Researchers have come out with varied results, at times complementing each other, but at times contradicting each other. A comprehensive picture of academic achievement still seems to eluding the researchers. It has been accepted that that environment - both in and outside the school - in which the child grows has a great influence on the academic achievement of the student.

Operational Definition of the Key Terms

Home Environment: Home Environment is defined as the climate prevailing in one's home which varies from culture to culture, society to society and ' family to family depending upon various factors.

Academic Achievement: Academic Achievement encompasses student's ability and performance. Academic Achievement means one's learning attainments, accomplishments, proficiencies etc., by achievement, here we mean academic achievement. Only indicated by this score awarded to this student during the examinations.

Objectives of the Study

1. To study the Home Environment of Higher Secondary School Students.
2. To study academic achievement in chemistry Higher Secondary School Students.
3. To find out the relationship between Home environment and academic achievements in chemistry Higher Secondary School Students.

Hypotheses of the Study

There is no significant relationship between Home environment and academic achievement in chemistry.

Methodology

The researcher adopted the survey methods to study the Home Environment of of Higher Secondary School Students.

Population of the Sample

The population for the present study consisted of the Higher Secondary School Students in Thiruvarur District. 350 Higher Secondary School Students were taken for this investigation. The Investigator collected the data from Higher Secondary Schools in Thiruvarur District. They were selected randomly from each Higher Secondary Schools.

Tool Used for the Study

- Home Environment Inventory (HEI) developed By Dr. Karuna Shankar Misra's
- Academic Achievement in chemistry of Higher Secondary School Students on the basis of their final result.

Statistical Techniques Applied

Following statistical techniques will be used to analyses the data

1. Mean
2. Standard Deviation
3. t-test
4. Correlation

Scoring of the Tools

For the scoring of HEI the investigator took the help of annual, according to which scoring was to be done on a five point scale. There were five different cells namely- 'mostly', 'often', ‘sometimes', 'least' and 'never' which are given 4,3,2, 1 & 0 numbers respectively.

Data Analysis of the Study

For the analysis of the data help of statistical tools was taken. The investigator took the help of Karl Pearson's Product Moment 'r" to find out correlation between the Home Environment Inventory (HEI) and Academic Achievement in chemistry score of Higher Secondary School students.

Table 1 Scores of home environment of higher secondary school students

Number of Items	N	M	S.D	SM
100	350	311.07	24.575	0.0127

It is observed the above table that the number of items are 100 and the total number of sample 350, the computed mean 311.07 on their base the standard deviation is 24.575 and the standard mean computed as 0.0127. It is indicates that the positive correlation. So we can conclude that the home environment of higher secondary school students indicates the perfect correlation.

Table 2 Scores of academic achievement in chemistry of higher secondary school students

Number of Items	N	M	S.D	SM
100	350	284.13	21.73	0.0113

It is observed the above table that the numbers of items are 100 and the total number of sample 350, the computed mean 284.13 on their base the standard deviation is 21.73 and the standard mean computed as 0.0113. It is indicates that the positive correlation. So we can conclude that the academic achievement in chemistry of higher secondary school students indicates the perfect correlation.

Table 3 Scores of co-efficient of t-value and academic achievement in chemistry of higher secondary school

Variables	Number of samples	t-value
Home Environment	**350**	**6.54****
Academic Achievement in chemistry	**350**	

** Significant at 0.01 level

Calculated 't' value = 6.54

df = 248

The table value of 't' at 0.01 level of significance = 2.59

The coefficient of correlation value between home environment and academic achievement 't' value is 6.54** at 0.01 level. Here df 248 higher than critical 't' value i.e. 2.59 at 0.01 level of significant with df 248. Therefore the null hypothesis. "There is significant relationship in Home Environment and Academic Achievement in chemistry of higher Secondary School Students is rejected at 0.01 level of significance. Therefore, it may be concluded that Home environment and academic achievement in chemistry of higher senior secondary school students are correlated with each other.

Findings of the Study

1. There is a positive relationship between home environment and academic achievement in chemistry of higher secondary school students.
2. The investigator concludes that the data shows very much impact of home environment and academic achievement in chemistry.

Conclusion

There is a positive significant correlation between the home environment and academic achievement in chemistry of higher secondary school students. So if we create a positive

atmosphere in home, it will enhance the academic achievement of the higher secondary school students in Chemistry.

The following home environment likes

- Providing positive atmosphere in home.
- Helping the children to solve their problems.
- Providing opportunity to select their own interest.
- Providing e-recourses in home.
- Helping them to develop their self confidence.
- Developing good relationship with neighbours and colleaques.
- Giving opportunity to share their ideas.

Scope for Further Research

1. The study could be extended high School students to know their academic achievement in science.
2. The study could be extended for Teacher Trainees to identify their performance.
3. The study could be extended Arts and Science students to know their academic achievement.

Delimitations of the Study

1. The area of the study is restricted to some selected Higher Secondary Schools in Thiruvarur District.
2. The sample is restricted to 350 Higher Secondary Students only.
3. The Study is confined to academic achievement in chemistry and home environment only.

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A SURVEY ON EDUCATIONAL DATA MINING IN FIELD OF PERFORMANCE ANALYSIS AND PREDICTION IN EDUCATION

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Abstract

Digital era of computerization, the E-content (Electronic-content) Digital content that can be disseminate Wide varieties of digital materials encompasses digital resources. Use of Computer technology in Education can change the situation of decision making of student leaning in a higher quality. Data mining plays a crucial role for decision making on several issues related to educational field. In this survey here distribution the role of data mining in perspective of Educational field. Educational data mining is the process of converting set of data from educational institute to meaningful knowledge acquiring new knowledge and skills. Educational data mining techniques are now being used assorted research worldwide, several data mining techniques and their related work by several artificial in context to Education territory. It also discusses on different data mining applications in solving the different concerned with developing methods for exploring the unique types of data that come from educational settings, and using those methods to better understand students, and the settings which they Educational Leering problems so it is useful for researchers to get information of current scenario of data mining techniques and applications in context to Educational field. This paper provides a survey of various data mining techniques used in Education which includes Artificial Neural Networks, Decision tree, Bayesian network, Fuzzy set.

***Keywords**: E-content, Education Data mining, Artificial Neural Networks, Decision tree, Bayesian network, Fuzzy set.*

Introduction

Educational technology has generated large amount of data-base and huge amount of data in various research fields. Learning may be defined as the act, process, or experience of gaining knowledge or skill (1). To research in Educational knowledge mining has give rise to store Educational data and manipulate previously stored Educational data for further decision making process. Computer-based learning systems can now keep detailed logs of user–system interactions, the analysis of educational data plays a crucial role for decision making on several issues related to educational field is not itself a new practice, including the increase in computing power and the ability to log fine-grained data about students use of a computer-based learning environment, have led to an increased interest in developing techniques for analyzing the large amounts of data generated in educational settings, including key clicks, eye-tracking, and video data, opening up new opportunities to study how students learn with technology, a standardized digital software platform for educators to use for the online delivery of traditional lecture-based learning to students (3). A learning community may be defined as a group of people who share a concern, a set of problems, or a passion about a topic, and who deepen their understanding of this area by interacting on an ongoing basis (4). One way to implement a learning community is through e-learning.

Educational Data Mining is concerned with developing, researching, and applying computerized methods to detect patterns in large collections of educational data – patterns that would otherwise be hard or impossible to analyze due to the enormous volume of data they exist within. Data of interest is not restricted to interactions of individual students with an educational system (e.g., navigation behavior, input to quizzes and interactive exercises) but might also include data from collaborating students (e.g., text chat), administrative data (e.g., school, school district, teacher), and demographic data (e.g., gender, age, school grades).

One of the biggest challenges that higher education faces today is predicting the paths of students and alumni. Institutions would like to know, for example, which students will enroll in particular course programs, and which students will need assistance in order to graduate. Are some students more likely to transfer than others? What groups of alumni are most likely to offer pledges? In addition to this challenge, traditional issues such as enrollment management and time-to-degree continue to motivate higher education institutions to search for better solutions.

One way to effectively address these student and alumni challenges is through the analysis and presentation of data, or data mining. Data mining enables organizations to use their current reporting capabilities to uncover and understand hidden patterns in vast databases. These patterns are then built into data mining models and used to predict individual behaviour with high accuracy. As a result of this insight, institutions are able to allocate resources and staff more effectively. This paper addresses the capabilities of data mining and its applications in higher education. Three case studies demonstrate how data mining saves resources while maximizing efficiency, and increases productivity without increasing cost. The paper begins with an overview of data mining capabilities.

Data Mining is an important analytic process designed to explore the discovery of new patterns in large data sets. The goal of the data mining process is to extract knowledge from an existing data set and transform it into a human understandable formation much like the real-life process of mining diamonds or gold from the earth, the most important task in data mining is to extract non-trivial nuggets from large amounts of data. It is the process of analyzing data from different perspectives and summarizing it into useful information. Extracting important knowledge from a mass of data can be crucial, sometimes essential modelling. The data can be analyzed in a relational database, a data warehouse, a web server log or a simple text file. There is no restriction to the type of data that can be analyzed by data mining. Analysis of data in effective way requires understanding of appropriate techniques of data mining. The intention of this paper is to give details about different data mining techniques in perspective of Education domain so researchers can get details about appropriate data mining techniques in context to their work area.

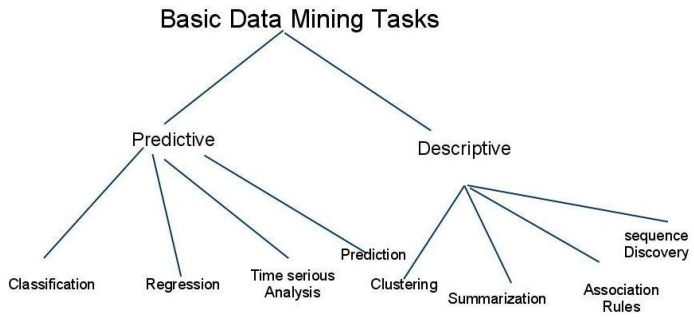
Methods

Data mining Tasks

Data mining is a process that analyzes a large amount of data to find new and hidden information that improves performance of students efficiency. Various industries have been adopting data mining to their mission-critical business processes to gain competitive advantages and help business grows. There are a number of data mining tasks such as

classification, prediction, time-series analysis, association, clustering, summarization etc. All these tasks are either predictive data mining tasks or descriptive data mining tasks. A data mining system can execute one or more of the above specified tasks as part of data mining.

Data mining deals with the kind of patterns that can be mined. On the basis of the kind of data to be mined, there are two categories of functions involved in Data Mining –Descriptive and Classification and Prediction. Descriptive data mining tasks characterize the general properties of the data in the database while predictive data mining is used to predict explicit values based on patterns determined from known results. Prediction involves using some variables or fields in the database to predict unknown or future values of other variables of interest. As far as data mining technique is concern; in the most of cases predictive data mining approach is used. Predictive data mining technique is used to predict future Learn, dropout students, low achievers and unemployed students. Analyze and predict the performance of students scientifically, decisions or policy making to improve the performance of students



Predictive data mining tasks come up with a model from the available data set that is helpful in predicting unknown or future values of another data set of interest. Researchers have also been able to extend student modeling even beyond educational software, towards figuring out what factors are predictive of student failure or non-retention in college/school courses or in college/school altogether . Descriptive data mining tasks usually finds data describing patterns and comes up with new, significant information from the available data set. A student trying to identify course that are leaning together can be considered as a descriptive data mining task.

Classification

Classification derives a model to determine the class of an object based on its attributes. A collection of records will be available, each record with a set of attributes. One of the attributes will be class attribute and the goal of classification task is assigning a class attribute to new set of records as accurately as possible.

Classification is the most familiar and most effective data mining technique used to classify and predict values. Educational Data Mining (EDM) is no exception of this fact, hence, it was used in this research paper to analyze collected students' information through a survey, and provide classifications based on the collected data to predict and classify students' performance in their upcoming semester. This approach frequently decision tree or neural network-based classification algorithms. The data classification process involves learning and classification. In Learning the training data are analyzed by classification algorithm. In classification test data are used to estimate the accuracy of the classification rules. If the accuracy is acceptable the rules can be applied to the new data tuples [1].

Prediction

Prediction task predicts the possible values of missing or future data. Prediction involves developing a model based on the available data and this model is used in predicting future values of a new data set of interest.

Several prediction techniques can be used to help the educational institutions to predict their students' grade point averages (GPAs) at graduation. If this prediction output indicates that a student will have a low GPA, then extra efforts can be made to improve the student's academic performance and, in turn, his or her GPA at graduation. In this context, neural networks (NN), support vector machines (SVM), and extreme learning machine (ELM) algorithms can be applied to such data, and the comparative analysis of results can indicate that which students should receive extra academic help.

Time - Series Analysis

Time series is a sequence of events where the next event is determined by one or more of the preceding events. Time series reflects the process being measured and there are certain components that affect the behaviour of a process. Time Series Analysis comprises methods for analyzing time series data in order to extract meaningful statistics and other characteristics of the data. Time series analysis includes methods to analyze time-series data in order to extract useful patterns, trends, rules and statistics. Stock market prediction is an important application of time- series analysis.

Association

Association discovers the association or connection among a set of items. Association identifies the relationships between objects. Association rules are if/then statements that help uncover relationships between seemingly unrelated data in a relational database or other information repository. An association rule has two parts, an antecedent (if) and a consequent (then). An antecedent is an item found in the data. A consequent is an item that is found in combination with the antecedent

Clustering

Clustering is used to identify data objects that are similar to one another. The similarity can be decided based on a number of factors like purchase behavior, responsiveness to certain actions, geographical locations and so on. The goal of clustering is to objectively partition data into homogeneous groups such that the within group object similarity and the between group object dissimilarity are maximized [9]. Cluster analysis could be divided into hierarchical clustering and non-hierarchical clustering techniques. Examples of hierarchical techniques are single linkage, complete linkage, average linkage, median, and Ward. Non-hierarchical techniques include kmeans, adaptive k-means, k-medoids, and fuzzy clustering [10]. [11] developed an application using k-means clustering for prediction of student's academic performance. The model developed for analyzing students' results based on cluster analysis and uses standard statistical algorithms to arrange their scores data according to the level of their performance. Cluster analysis is one of the statistical approaches that can be used to determine students' group according to their academic performance. Cluster analysis may identify groups

of student or subjects that are homogeneous to each other based on similarity measure, i.e. distance measure according to students' examination marks.

Summarization

Summarization is the generalization of data. A set of relevant data is summarized which result in a smaller set that gives aggregated information of the data. Data Summarization summarizes evolutional data included both primitive and derived data, in order to create a derived evolutional data that is general in nature. Since the data in the data warehouse is of very high volume, there needs to be a mechanism in order to get only the relevant and meaningful information in a less messy format. Data summarization provides the capacity to give data consumers generalize view of disparate bulks of data. Data summarization is quite a common thing but may require a very powerful and time consuming approach in order to analyze ultra large datasets. For instance, when somebody want to do an investigation of census data so that he can understand the relationship between the grade and course level in the college, this can involve querying high volume databases and intensive data aggregation.

Data Mining Process

Data Mining is an important analytic process designed to explore data. Much like the real-life process of mining diamonds or gold from the earth, the most important task in data mining is to extract non-trivial nuggets from large amounts of data. Extracting important knowledge from a mass of data can be crucial, sometimes essential, for the next phase in the analysis: the modeling. Many assumptions and hypotheses will be drawn from your models, so it's incredibly important to spend appropriate time "massaging" the data, extracting important information before moving forward with the modeling.

Although the definition of data mining seems to be clear and straightforward, you may be surprised to discover that many people mistakenly relate to data mining tasks such as generating histograms, issuing SQL queries to a database, and visualizing and generating multidimensional shapes of a relational table

Application of Data Mining Techniques in Education

Association Analysis:

This area of data mining aims at analyzing data to identify consolidated occurrence of events and uses the criteria of support and confidence. It is known to be applied in student behavior [7].

Mining association rules searching for interesting relationships among items in given data set. In our data set association rule mining is used to identify possible grade values i.e. Excellent, Good, Average, Poor, Fail.

[Attendance=poor, Assignmet = poor, GPA=poor]→ [Grade=poor]

[Attendance=poor, Sessional = poor, GPA=poor]→ [Grade=poor] bute row and column.

[Assignmet =poor, Final_ grade = poor, GPA = poor]→ [Grade=poor] [Attendance =poor, Sessional= poor, Final_ grade = poor] → [Grade=poor]

The resulting Association rule depicts a sample of discovered rules from data for student with poor grade along with their support and confidence. To interpret the rules in association rules model, the first rule means that of students under study,

Classification

Classification is a classic data mining technique based on machine learning. Basically classification is used to classify each item in a set of data into one of predefined set of classes or groups. A Rule-based classification extracts a set of rules that show relationships between attributes of the data set and the class label. It used a set of IF-THEN rules for classification.

If Attendance=excellent and Assignment=good and Sessional marks=excellent and GPA=good and Final_ grade=excellent, then excellent.

If Attendance=excellent and Assignment=good and Sessional marks=good and GPA=good and Final_ grade=good, then good.

If Attendance=average and Assignment=good and Sessional marks=good and GPA=good and Final_ grade=good, then average.

If Attendance=poor and Assignment=poor and Sessional marks=average and GPA=poor and Final_ grade=poor, then poor.

Association rules are characteristic rules (it describes current situation), but classification rules are prediction rules for describing future situation.

Clustering

Clustering is a division of data into groups of similar objects. From a machine learning perspective clusters correspond to hidden patterns, the search for clusters is unsupervised learning, and the resulting system represents a data concept. From a practical perspective clustering plays an outstanding role in data mining applications such as scientific data exploration, information retrieval and text mining, spatial database applications, Web analysis, CRM, marketing, medical diagnostics, computational biology, and many others[8].

The K-means algorithm, probably the best one of the clustering algorithms proposed, is based on a very simple idea: Given a set of initial clusters, assign each point to one of them, and then each cluster center is replaced by the mean point on the respective cluster. These two simple steps are repeated until convergence [9].

Comrehensive Review of Literature

A comprehensive literature review of various significant researches in the area of Educational Data Mining ranging from Year 2017 to 2018 is presented below in a categorized tabular form

Table

Data Mining Methodologies Used in Edm

Author	Title	Data mining methodologies	Applications
2014, Saranya, S., R. Ayyappan, and N. Kumar	Graphically represented Institutional Growth Prognosis and Students' Progress Analysis	Naive Bayes Algorithm	Predicting Academic Performance with Pre/Post Enrollment Factors

2017 Rui Wang, Fanglin Chen, Zhenyu Chen, Tianxing Li, Gabriella Harari, Stefanie Tignor, Xia Zhou, Dror Ben-Zeev, and Andrew T. Campbell	Student Life: Using Smartphones to Assess Mental Health and Academic Performance of College Students	linear regression with lasso regularization	Student Life Using Smart phones to Assess Mental Health and Academic Performance
2017 Raheela Asif Agathe Merceron Syed Abbas Ali Najmi GhaniHaidera	Analyzing undergraduate students' performance using educational data mining	Decision tree with Gini Index, Information Gain and Accuracy built with feature selection.	Predicting graduation performance using classifiers
2017 W. Villegas-Ch S. Luján-Mora2	analysis of data mining techniques applied to LMS for personalized education	Data mining techniques applied to Learning Management Systems (LMS) which allow institutions to offer the student a personalized education.	data mining techniques applied to Learning Management
2017 José Manuel, Raul Cordeiro, and Carla Silva	Between Data Mining and Predictive Analytics Technique to Cyber security Protection on eLearning Environments	Algorithms for Building the Predictive Model	Data Mining Analysis on Cyber – Attacks in LMS and Remote Laboratories
2017, Igor Labutov Yun Huang Peter Brusilovsky Daqing He	Semi-Supervised Techniques for Mining Learning Outcomes and Prerequisites	natural metric to evaluate a prerequisite/outcome classier	i) either the distributional constraint (Seq Model) or the weak labels (Title Model) and (ii) the revealed ground-truth labels, in order to learn a prerequisite/outcome classier

Conclusion

Education is the most significant application area particularly in the developing countries like India. Use of information technology in Education Leaning system can change the situation of decision making and farmers can yield in better way. Data mining plays a crucial role for decision making on several issues related to EDM field. It discusses about the role of data mining in the Education field and their related work by several authors in context to Education Data Mining domain. It also discusses on different data mining applications in solving the different EDM problems. This paper integrates the work of various authors in one place so it is useful for researchers to get information of current scenario of data mining techniques and applications in context to EDM field.

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TOP TEN ICT TOOLS FOR THE TEACHERS OF ENGLISH LANGUAGE IN HIGHER EDUCATION

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Abstract

Transmission in teaching learning process transpires everywhere. In twenty first century, Information and Communication Technology (ICT) paves way to make the teaching-learning process quite interesting and provides the approximate targeted result effortlessly. ICT is an ocean, where a teacher of any subject may choose the relevant tools to enhance their teaching capability and earn a good reputation from both the learners and the management. This research paper enumerates the top ten ICT Tools which are familiar, exploitable in English language teaching classes. It spotlights the top-notching ten ICT tools in order to facilitate the teachers of English Language who are meandering in their higher education. Teaching is the notable profession which survives in distinguishable forms in all walks of our life, since learning is a limitless, lifetime process. In higher education, it is necessitous to search, identify, choose and incorporate such type of ICT tools effectively. This research paper enlists the applications of those ten ICT tools which are available in Google Play Store and internet at free of cost. Its aim is to promote the usage of ICT tools limitlessly to reduce more documentary work of the teachers, motivate the learners' interest in language classes, upgrade themselves, employ those ICT tools in learners' workplace and future of teaching learning process.

***Keywords**: ICT tools, teaching learning process, transmission, transpire, language classes etc.*

Introduction

In higher education, teaching learning process needs to be highly prodigious. It does not simply intend with traditional, customary processes of prima facie like chalk and talk or translation method. The teachers of English language are in need to overmaster in applying various ICT tools in their classes irrespective of the strength. The most important criterion, the teachers experience is the total number of periods allocated for their courses. In higher education, while preparing the time table, just few periods are provided for the teachers of English Language who handle subjects for engineering students. In most of the Arts and Science colleges, the language teachers are not motivated to use ICT tools in order to empower their teaching skills. This research paper augments those teachers by enlisting the easy ICT tools which can be incorporated without any difficulties in order to systematize the process of teaching learning a successful one.

Difference between ICT and IoT

The awareness on ICT and IoT is very less among the teachers of both engineering and non-engineering institutions across the nation. They are not same as we believe. They are contradictory. ICT stands for *Information and Communication Technology*. ICT provides a large

platform with uncountable ict tools for sustainable teaching learning process. It is the combination of '*Information Technology*' which is used for '*large data storage and fast computations*' and 'Communication *Technology*' is used for '*fast computations and wired or wireless messages.*

IoT stands for *Internet of Things*. It is the facility of accessing Internet everywhere to enrich the lifestyle of every individual by connecting everything in the world. It is not the technology like ICT. IoT is preferred to have smart things like smart cities, smart homes, smart living, smart transport, smart energy, smart industry, smart buildings etc. It is rightly to be called that IoT is for creating a '*Smart Planet*' which provides all the facilities to everyone irrespective of caste, religion, complexion, nationality etc.

ICT and Teachers of English Language

The teachers of English language have to spend their time for identifying relevant ICT tools to make the learning process quite easy, remembered and responded by the students during their class tests, exams and workplace. Teaching does not terminate with disclosing the course content available in textbooks. If it is not supported with ICT tools, there will a great challenge in the years ahead for sustainable employability in teaching profession also. So, it is the right time to be aware of such type of ICT tools. It is also essential to know about their usage and barriers in utilising them by the teachers to modify the planning and execution of the course content.

Top Ten ICT Tools

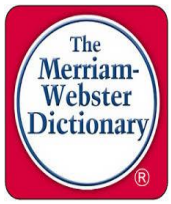
The researcher enlists the top ten ICT tools which can be used by any teacher of English language in higher education for making their delivery effective in the classes, gather the attention of the students, creating a good impression from all three types of learners such as advanced learners, medium learners and slow learners. They are given in the following table:

Table 1 Top Ten ICT Tools for the teachers of English Language in Higher Education

1	2	3	4	5
The Merriam-Webster Dictionary	Lingoes	REC	SOUNDCLOUD	Cite This For Me
6	**7**	**8**	**9**	**10**
edmodo	WordPress.com	padlet	slideshare Present Yourself	YouTube

Features of Top Ten ICT Tools

Table 2 Top Ten ICT Tools with their features and usages

1.		a) It is an app b) It is available in Google Play store c) It works in offline too d) It is compact and gives example sentences e) It can be used in class hours with the guidance of the teachers to find meanings for hard words f) It helps to improve vocabulary and better pronunciation g) It provides 'Phonetics' too h) It is a must ICT tool for all the learners to improve reading, listening, speaking and writing skills
2.		a) It is a free software b) It is available in Google c) It provides four types of dictionary, periodic table, text translation, phonetics d) It also has Periodic Table e) It helps the students to learn abbreviations and irregular verbs f) This software is to be installed in the laptops g) In English Literature classes, it can be used for teaching 'Phonetics' h) It is also an essential software for both the engineering and non-engineering students, since it facilitates to get proficiency in speaking skill
3.		a) It is an app b) It can be accessed in tablets, ipads, iPhones, Smart Phones c) The teacher can ask the students to read a passage, record it and share it to his / her email ID d) It is another must ICT tool to develop speaking skill, voice modulation, poise and tone e) It provides a great opportunity to record several times till the learners feel satisfied with their delivery of the content f) The recorded speech helps the students to share it with friends and family to get feedback g) Both the teachers and students of engineering and non-engineering can use this tool at free of cost
4.		a) It is a website namely www.soundcloud.com b) The students need to create an account using their Google account c) The teachers may assign the students to record their speech using the previous tool and ask them to upload it in their account in www.soundcloud.com d) After completing the uploading process of the recorded speech assignment, the students have to simply share the weblink (URL) of the same e) The shared weblinks can be saved in a folder by the teacher f) It saves the time of documentary work g) It kindles the learners to record and upload again and again h) For example: https://soundcloud.com/priya-c-26516156/bacons-of-study-sanglikumar i) It helps to assess and evaluate the performance of the student
5.		a) It is also a free app, available in Google Playstore b) It is useful for citing references c) It provides the students of final years and research scholars to document their referred books, magazines, journals, chapters of a book, audios, videos, websites, blogs etc. d) It provides the students and research scholars to scan the bar code and generates the 'Bibliography' automatically e) It enables the learners to access various formats upto 6,000 and above formats like 'Hardvard University, IEEE, MLA Handbook Seventh Edition etc. f) It is a must ICT tool for both the engineering and non-engineering staff and students of all disciplines

6.	edmodo	a) It is available in both forms of an educational app and a website www.edmodo.com b) It helps us to create an account using facebook, google account for teachers, students and parents c) This tool highly helps the teachers to create groups of every individual class with a group code, share notes, give assignments, conduct online tests and receive polls for his/her teaching methodology and also on any current issue d) It gives an opportunity to request resubmission of the assignment of any audio file, pictures, documents, URL Links etc. e) It generates 'Gradebook' in excel sheet and locks the assignment and tests after the scheduled date and time f) The students who avail leave during tests days may be cornered through this ICT tool to attend the test through online from their own place
7.	WordPress.com	a) It is a website b) A learner can create an account using Google Account c) It can be used to share the opinions and thoughts of students about a topic d) It accesses audio files, documents, URLs, pictures, videos etc. e) This ICT tool can be used to improve reading, listening, speaking and writing skills by both the engineering and non-engineering students and staff f) For example: cpriyaenglish.wordpress.com
8.	padlet	a) It is a website called www.padlet.com b) It is also an educational toolbox c) Unlike other ICT tools, it has several additional features d) It helps the learners to upload a picture, video, weblink, write a passage and share a document in a single page with single URL e) It helps the students to share the assignment of any recorded speech to the faculty concerned using the email ID as a private message f) It can be accessed by both the staff and students of engineering and non-engineering students of any discipline easily
9.	slideshare Present Yourself	a) It is a website namely www.slideshare.net b) The new users have to create account using Google Account, LinkedIn or Facebook account c) It is used to share our Powerpoint Presentations, Word Documents, Pdfs, videos d) The teachers can upload and share their econtent using this ICT tool which will facilitate the students to learn the uploaded content may be shared publicly or as a private message to the teacher if any girl student is submitting assignment of recorded video speech to avoid the re-sharing of her video e) It gives analytical status of the total number of viewers in various categories such as weekly, monthly, biannually, annually, top five topics searched, viewers from top five countries for all the above categories. f) It can also be used by both the engineering and non-engineering institutions' staff and students
10.	YouTube	a) It is also an open source available in internet b) Students may be assigned tasks to complete their recorded video assignments, upload and share it with the teacher of English Language c) It helps to do self-assessment on body language, eye-contact, presentation skills of the students d) For instance, a students' assignment uploaded in Youtube is given below: https://www.youtube.com/watch?v=Q19kaPrCotc

Suggestions to Teachers of English Language

1. They are recommended to create account in all these ICT Tools.
2. They are suggested to use them often and identify a relevant one for various components like class tests, assignments etc.
3. They are recommended to create separate folders for saving the assignments, online tests for easy documentation.

4. They are suggested to pay attention while evaluation the typed assignments in order to ensure that the soft copy of a student is shared and submitted by several students.
5. They are recommended to be friendly with the students by appreciating them to involve them in using ICT tools to reduce the paper usage and save cutting the trees which is one of the causes for global warming.
6. They are suggested to upgrade and share their knowledge with their peers and students now and then.
7. They are recommended to strictly adhere the abovementioned suggestions to overcome the hidden barriers involved in using such ICT tools.

Conclusion

The research paper proves that the top ten ICT tools can be used by any student and teacher of English Language who are from both the engineering and non-engineering students for improving listening, speaking, reading and writing skills at free of cost. Teachers who don't use technology will shortly be replaced by those who use. The learners who use such ICT tools will find it easy to appear for any online and written competitive examinations which are conducted by Government and Private Sectors. They also help them to improve themselves to face the job interviews, presentations etc.

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INCORPORATING AND ENHANCING THE SPEAKING SKILLS OF DEGREE STUDENTS AS A SOFT SKILL

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Abstract
The art of Speaking is an inherent human quality. It is a skill that can be acquired and bettered over a period of time with diligence. One of the inevitable skills for twenty-first century learners is 'communication' especially speaking skills. The digital learners of this generation seem to take speaking for granted. But, when put in front of a crowd, they are repeatedly met with paroxysm of fear and stress. The learners cannot be blamed as they enter the portals of an institution of learning for holistic development. It is only in the English class that these blemishes may be ironed out and corrected if we intend to make our learners unemployable as industries these days want employees to speak English clearly, accurately and correctly in this globalised world. If employees fumble, get tongue tied, or stammer; then work gets hampered. This paper intends to investigate the speaking skills of degree learners. The paper attempts to find out what are the fears of the learners in a public speaking situation.
Keywords: *Speaking, Soft Skill, twenty-first century, digital learners, unemployable, holistic development*

Introduction

Young graduates who aspire to be employed by potential industries should be a complete package of technical competence, verbal proficiency, emotional intelligence and communicative ability (Madhavi, 2015). Communicating in the English language has been a major hurdle that learners find difficult to cross in the personal as well as the professional spaces. According to NASSCOM (National Association of Software and Services Company) President Karnik, only 25 percent of technical graduates are suitable for employment in the outsourcing industry because of their lack of abilities to speak or write well in English. (Karnik, 2007 as cited in P'Rayan 2008:1). Most graduates are not 'industry ready' because they lack communication skills.

This is becoming a cause of concern among the academia. The purpose of an education is not always to ensure employability but eventually that is what education sums up to. In order to seek answers to the following predicament; the following activity was done to try and identify the problem.

Description of Task, Materials and Methods

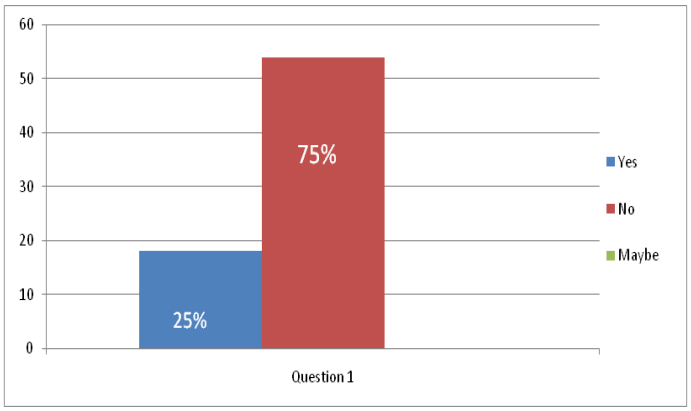
A class of seventy-two (72) first year graduates was identified. They were informed that each of them will be marked out of ten (10) for speaking in front of the class for ninety (90) seconds. The students were informed that they would be marked on body language, posture,

gesture, pronunciation, grammatically correct statements and duration for which they spoke. They were further informed that they could choose to speak on a topic of their choice. They were told that as each of them spoke, a peer would be keeping time and when 90 seconds was over, the peer would strike the desk to inform the student speaking that the time allotted was over. A few peers and then the teacher would then give feedback to the student. If the student finished speaking before ninety (90) seconds; then s/he would have to stand before the class till the ninety (90) seconds had elapsed. The students were told by the teacher that if they wrote a script, read it several times and rehearsed it before family or friends; then their final performance would be good. The teacher also told the class about appropriate body language, posture, gesture, language use, pronunciation and duration. In fact, the teacher also demonstrated to the students how a speech may be delivered before an audience.

After all the students had finished speaking; they were asked a few opened ended questions. The Anonymously written answers were then analyzed and the results are described below. It must remember that most of these learners are first generation learners. Many of them are from a rural or a semi-rural background and have not had the privilege of going to an 'English-medium' school. Some of them have been schooled in their month-tongues.

Results and Discussion

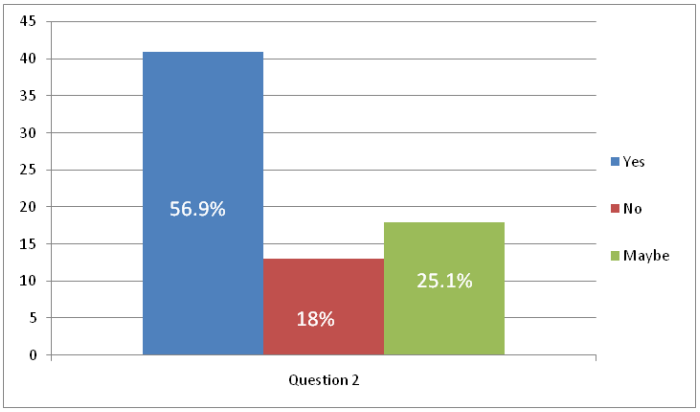
Question 1: How many of you spoke before a class for the first time?



To the above question the analysis of the responses were as follows:

The above analysis shows that although many students have spoken before a class on other occasions; there are still quite a few who have not had the opportunity to face a class or would have had the courage to grab opportunities given to them for fear of speaking in public.

Question 2: Were you nervous?



To this question the responses sought were very evident that most of them were quite nervous.

It may be stated that the students who were unsure of their nervousness did not know what the various signs of nervousness were. Some on the responses that came on probing further on what could be the reasons to their nervousness were:

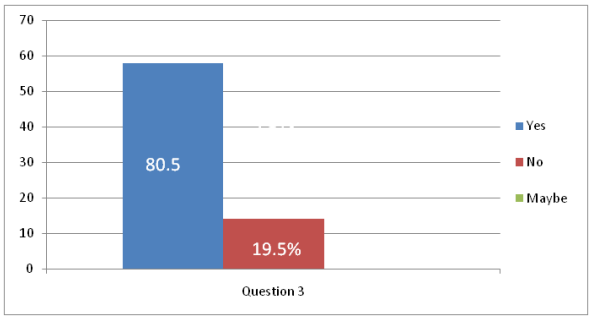
a) Concerned about the way I speak
b) Concern whether I will be able to grab the attention of the audience
c) Concern about forgetting my speech
d) First time speaking before an audience
e) Every time I get on stage ; I get nervous
f) Concern about making mistakes while speaking and what others might think of me
g) Concerned about being judged
h) Concerned about my posture and grammar
i) First time as I have stage fear
j) Lacking confidence etcetera

The students were further asked to list out the signs of nervousness that the experienced.

Some of the responses were:

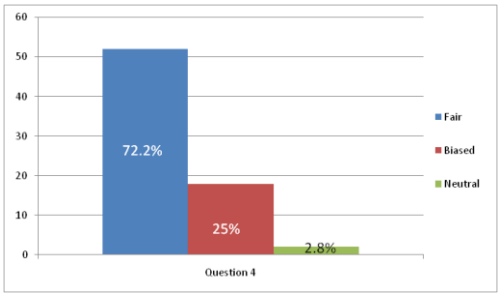
- A lot of unnecessary hand movements
- Mind blanking out
- Stammering
- Trembling voice
- Forgot lines
- Dry throat
- Unable to make eye contact
- Shivering
- Incoherent speech
- Shaking legs
- Faster Heartbeat etcetera

Question 3: Did you write a script?



This shows that most of the students took pains in writing a script, read and rehearsed it so that they gained confidence before performing before an audience. Those who did not write a script were found to be talking for lesser time; some of them were off the point; some just got carried away. Students were asked further in what manner the script helped them? These were some of the responses got from students who had written a script:

- *"It gave a clear idea of what to speak."*
- *"It helped me to recollect my points orderly while speaking."*
- *"It helped in knowing the concepts better."*
- *"It helped me I sorting out my grammar errors."*
- *"it helped in managing time."*



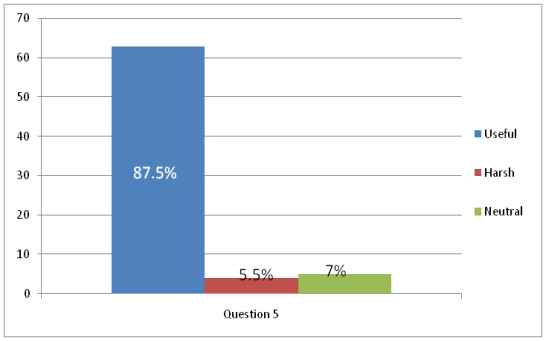
These were some of the responses got from students who had not written a script:

- *"Had I written a script I would have performed better."*
- *"It would have helped me but I chose to read from my mobile."*

Question 4: Do you think that the marking was fair or biased?

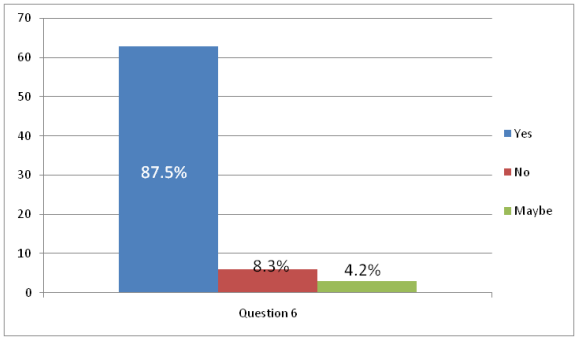
Many students felt that the marking system was fair because their own peers gave them feedback before the teacher did. Also the score given was announced immediately after the speaking was done. Some felt that it was biased as they expected more as it was an English assignment and they felt entitled to the additional marks. They were not looking at their performance. Some were neutral to the question because they were satisfied with the marks that the got as they knew that they were not very well prepared.

Question 5: Do you think the feedback given was useful or harsh?



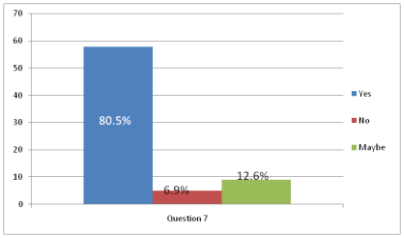
As the feedback was very clinically done as most of the aspects including the time taken too speak by every individual was told to them, the students felt that the feedback was good. As the feedback was given in front of the entire class; students knew what their mistakes were. Also as their peers were giving them feedback, the peers themselves were being fair to the speaker. Also it was a continuous reminder to most students of how a public speaking event should be deal with and what are the things to be looked at when analysing a speech. Some of the students felt that it was harsh because they were very self-conscious of themselves. Some stated that maybe the feedback given was harsh because they did not want others to know what marks they got and what were the things good or bad in their performance.

Question 6: Did you like the feedback system?



The feedback system was very transparent and was given immediately. It was also given from two perspectives: one from the peer and another from the teacher. The marks given were also immediately announced. This seemed to be liked by most students. Some students did not like the feedback system as their marks were being announced to the class and that is the main reason why they were not in favour of the system. Some of them were not sure of whether the feedback system was good or not.

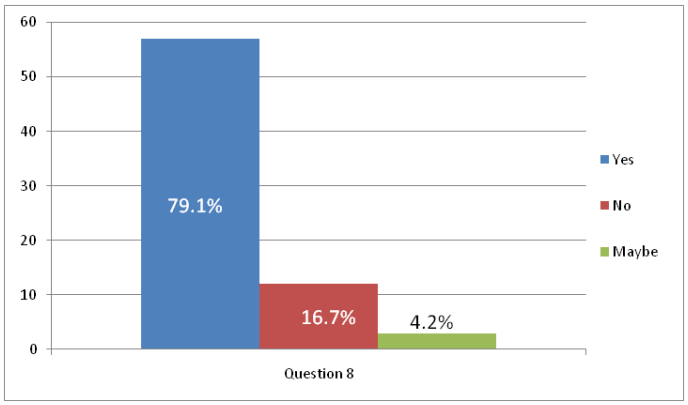
Question 7: Do you think you have become more confident in public speaking?



Most of the students were confident that they have become more confident in Public Speaking. Some of the students believed that they were not cut out for public speaking and that they were very shy and would evade public speaking assignments. Some of them felt that just one assignment cannot make them good or perfect public

speakers but it is a skill that can be mastered over time and with enough time, guidance and practice they will eventucally become good speakers in front of a crowd.

Question 8: Would you do the assignment again?



Fifth-seven (57) students said that the assignment was very useful and that they would definitely do the assignment again. 12 students were not willing to do the assignment again for sheer fear of going through the ordeal again. The others were just neutral and if pushed would do the assignment not because they like it but because they have to.

Conclusion

It may be concluded that students need to be given more training in the class so that that may become confident speakers in public, The feedback system should be very sound and scientific. Students should know how to make presentations in the class and what to better themselves at. Positive criticism must be given and students should also know the areas that they need to work upon.

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MANAGEMENT OF HIGHER EDUCATION IN INDIA: OPPORTUNITIES AND CHALLENGES

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Abstract

The economic growth and success of any State is directly dependant on its education systems. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China. Higher education today is one of the pillars of success for any nation. So it becomes necessary to analyze the specific challenges and opportunities in the higher education system of the country and how to manage it. There have been lot of challenges to higher education system of India but equally there are lots of opportunities to overcome these obstacles and to make higher education system much better to suit the present demand. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research and on how the younger generation is trained to meet the requirements of future is of utmost importance. India needs skilled and highly educated people who can drive scientific temper and economy forward. Technically well skilled experts from India go to other countries of the world for getting better placements. If such trained personnel get higher salary and incentives, they can stay here it and work for the overall development of the country. This research paper, therefore, purports to finding out the specific sets of challenges and opportunities which are evident in the Indian system.

Keywords: *Higher Education, Opportunity, Challenges*

Introduction

Education is regarded as one that contributes to social, political, cultural and economic transformation of a country. The prosperity of any nation is basically linked to its human resources. Human capital is one of the most important asset of a country and a key determinant of a nation's economic performance. The strength of a nation is dependent on its intellectual and skillful citizens. A quality human capital comes from a quality education process. A carefully designed and well planned education system is critical to developing such human capital.

India's first Prime Minister Pt. Jawahar Lal Nehru in his address to Allahabad University students, said, "A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search for truth" (Nehru JL, Independence and After). Pt. Nehru accepted that education was the most important means to social change. "Only through right education can a better order of society be built up". Noble Laureate Rabindranath Tagore also expressed similar ideas when Vishwabharati University was established.

The higher education system in India is at a transition stage for the present. A stage where changes have taken place for good and more transformations in thoughts and processes are desired. The education system in India today requires major revision. The world is being slowly but steadily turning into a global village. According to Tiropanis et. al., (2009), synchronization and harmony among the universities across the globe can create sync throughout, wherein the nurturing of the young minds may be attuned to the changes desired. Another aspect which is very important today is the concept of blended learning. It is just the next step to the previous idea of creating a harmonization of higher education across the globe. Students from all over

the world can be benefitted from the expertise of the renowned academicians through academic exchange. The harmony may create a balance in learning and research thereafter. India has huge talent reserves and with the changing economic scenario, various opportunities arise in the context of higher education. Realizing the need for up-skilling the vast proportion of youth and developing an efficient employable force, India is moving towards of qualitative development. According to an India Brand Equity Foundation report, the higher education sector in India is the largest in the world, enrolling over 70 million students. This sector is expected to grow at an amazing rate. Along with government initiatives, private institutions and business houses are taking keen interest to groom the right talent. As India moves towards a digital age, challenges and opportunities in the higher education sector are also circumscribed by advancing technology. This includes a shift to e-learning and introduction of various industry relevant courses, such as digital marketing, IT infrastructure management, cloud analytics, mobile application development, etc.

Growth of Higher Education

The importance of education in India was recognized by the founding fathers of the country and the subsequent governments, and as a result considerable importance has been given to literacy, school enrolment, institutions of higher education and technical education, over the decades. India's aspirations to establish a knowledge society in the contest of increasing globalization, is based on the assumption that higher and technical education essentially empowers people with the requisite competitive skills and knowledge. It has been realized that it is the quality of education that prepares one for all pursuits of life. In the absence of quality, education becomes a mere formality devoid of any purpose or substance. As a result, increasing attention has to be paid to quality and excellence in higher education.

India, today, is considered as a talent pool of the world, having qualified and educated human resources. This has been one of the primary reasons for transformation of India into one of the fastest growing economies in the world. Economists have observed that, on a global scale, wealth and prosperity have become more dependent on the access to knowledge.

The expectation of society is different at the moment. The policy makers should realize that to be competent and to be at par with global competitors, the institutions should provide interdisciplinary programs to the students to meet the 21st century's higher education demands (Rae, 2007). Higher educational institutions require reorganizing courses, programs, and structures to suit the aspirations and needs of the students (Hanna, 2003). So Institutions of higher learning require redesigning the curriculum to support today's students to fit globally (Hirsch and Weber, 1999). Bridges (2000) has also emphasized the importance of curriculum design in today's higher education. As higher education systems grow and diversify, society is increasingly concerned about the quality of programs, public assessments and international rankings of higher education institutions. If these processes fail to address the quality of teaching, then it would fail to deliver what is required to upgrade higher education (Hernard, 2008).

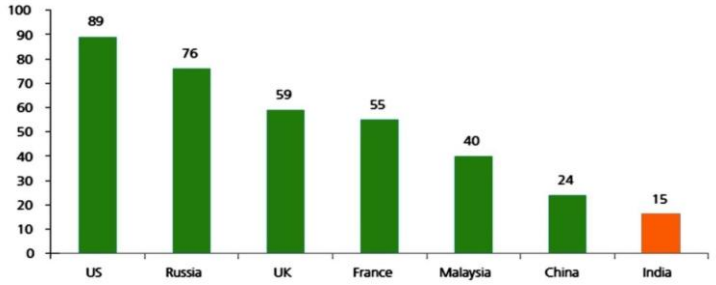
Challenges in Higher Education in India

It is alarming situation that more than 70 years of independence, our education system has not been able to meet the challenges. We are not able to list a single university in top 100

universities of the world. Various governments changed during these seven decades, and several education policies were implemented to boost the education system but we have not been able to compete at the global level. UGC is continuously working and focusing on quality education in higher education sector. Still we are facing crisis in our education system. Recently making 75% attendance of students in one of the most prestigious university of the country, sparked off much protest from the students, this is ridiculous indeed. Some of the basic challenges in higher education system in India are discussed below:

- **Enrolment**: The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, higher education institutes may meet the growing demand in the country.

GER in Higher Education (2009) – International comparison



- **Equity**: There is no equity in GER among different sections of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalances within the higher education system.
- **Quality**: Quality in higher education is a multi-dimensional, multilevel and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. Unfortunately primary and school education is being neglected due to shortage of trained teachers, lack of infrastructure, apathy among students. Shortage of faculty in institutes of higher learning is alarming. Thousands of faculty posts are lying vacant in colleges and universities, posts are advertised and before recruitment are made several litigations develop and the resultant sufferer is the institute. Further, our colleges and universities are not in a position to make its place among the top institutes of the world.
- **Infrastructure**: Poor infrastructure is one of the greatest challenges to the education system of India; particularly the institutes run by the public sector suffer from lack of grants for establishment and maintenance.
- **Political interference**: Most of the educational institutions in our country are run by the politicians. They are using the students to meet their own ends. Students participate in the election campaigns of management persons, forget their own objectives and begin to develop their career in politics.
- **Faculty:** Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenge to the quality education. Large

numbers of well qualified NET / Ph.D. candidates are unemployed even there are lot of vacancies in higher education. These deserving candidates are forced to apply for meager job which is a biggest blow to the higher education system.

- **Accreditation**: As per the data provided by the NAAC, as of June 2010, "not even 25% of the total higher education institutions in the country were accredited, and among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at 'A' level".
- **The low quality of teaching and learning**: The system is beset by issues of quality in many of its institutions, insufficient resources and facilities, chronic shortage of faculty, poor quality teaching, outdated and rigid curriculum. Moreover, Indian higher education institutions are poorly connected to research centers in the country as well as across the globe. So, this is another area of challenge to the higher education in India.
- **Research and Innovation**: There are a few scholars and researchers in our country whose research papers are cited by international authors. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to teach the students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. There is inadequate focus on research in higher educational institutes.
- **Structure of higher education**: Management of the Indian education faces threats of over centralization, bureaucratic interference and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar, 2015).

Opportunities in Higher Education

India is a large country, with an estimated population of young people aged between 18 to 23 years to be around 150 millions. India now boasts of having more than 33,000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades. The year 2012 witnessed 21.4 million enrollments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India is inadequate to handle such huge crowd of students. The budget on educational sector is just insufficient to meet the growing requirements. Time has come to identify education sector as one of the promising area for private and foreign investments. It offers immense investment opportunities in both non-regulated and regulated segments (Nexus Novus, 2013).

There are opportunities for strategic engagement and capacity building in higher education leadership and management. There can be collaboration at national and international level in areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework. Equality of educational opportunity in higher education is considered essential because higher education is a powerful tool for reducing or eliminating income and wealth disparities. The idea of equalizing educational opportunities also lies in the fact that "the ability to profit by higher education is spread among all classes of people.

The need to enhance the job opportunity for graduates is great challenge. It requires collaboration in education and entrepreneurship, links with industry, research skills and the wide range of transferable skills, including English speaking. The emerging interest in Indian higher education institutions in the vocational skills market provides areas for potential engagement with international partners. There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in academic platforms like conferences, workshops and seminars which enable debate and dialogue with experts from countries of the world (British Council, 2014). Our education system can be analyzed through SWOT.

SWOT Analysis for the Indian Education System

Strengths	**Weaknesses**
• Few globally renowned educational institutions • Huge demand population in 18-23 age group • Growing middle class with increasing incomes • Growing economy with numerous employment opportunities • Huge demand for Indian students in overseas markets	• Lack of infrastructure • Shortage of trained faculty to meet the increased demand • Highly complex and unclear regulatory framework at Central & State level • Regional imbalances • "Not for profit" tag in formal education
Opportunities	**Threats**
• Unsaturated demand for quality global education • Low GER of 15% in Higher education as Compared to 84% in USA • Sharp decline in dependency ratio predicted in expected to emerge as a Global hub in education in Asia Pacific region • India is expected to emerge as a Global hub in • education in Asia Pacific region • Low focus on R&D	• High time lag in introduction of reforms due to various reasons • Deterioration in quality of education specially in private sector due to lack of availability of trained faculty • Over regulation – Control over course curriculum, entrance tests, fees etc.

Managing the Education System

- There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system more relevant and competitive and at par with global scenario.
- There should be adequate infrastructure and well trained qualified teachers at every level in school, colleges and the universities which may attract more and more students, where by the institutes can provide quality education.

- There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they can get jobs in multi nationals, this would reduce unnecessary rush to the higher education.
- Government must sponsor collaboration between research organizations of our country and top International institutes for better quality and collaborative research.
- There should be no political interference in schools, colleges and universities. In fact politicians should not be allowed to make entry in governing body or any other such society of the institutes.
- There is need to develop national character so that persons should refrain from favoritism, and minting money out of education system etc.
- There should be a multidisciplinary approach in higher education so that students' knowledge may not be restricted only up to their own subjects.

Conclusion

Education is a process by which a person's body, mind and character are developed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an overall personality identifying the best in him or her. Higher education in India has expanded very rapidly yet it is not equally accessible to all. India is one of the fastest developing countries of the world with an annual growth rate going above 9%. Still a large section of the population remains illiterate and a great number of children's do not get even primary education.

India is facing various obstacles in higher education and to tackle these challenges to boost quality education is of paramount importance. India is a country of huge human resource potential and to utilize this resource, systematic planning and workout is the need of hour. Opportunities are available but how to make them accessible to every sections of the society and to get maximum benefit is matter of concern. In order to sustain the rate of growth, there is need to increase the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the financial resources, access and equity, quality standards, relevance, infrastructure and at the end the responsiveness.

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PERSPECTIVES ON ACADEMIC ACHIEVEMENT OF THE STUDENTS WITH DEVELOPED LANGUAGE AND COGNITIVE SKILL

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Abstract

In the primary or basic education, both students and teachers have a very large degree of freedom in their activities. This paper deals on implementing the role of an enthusiastic teacher in developing the student's language and cognitive skill to bring out their perspectives on Academic Achievement. While collecting data on achievement scores, school data like attendance, class size and the faculties etc., it is clear that there is little evidence of learner perceptions who has developed language and intelligence. Students from different school types, responded on several aspects such as individual factors, family factors, cognitive curiosity, liking towards a course and more frequently on teacher's attitude. Survey results on the worry of higher secondary students that the lack of their interest in learning and achieving increases when the teaching method fails to bring the lesson's interest, which imminently requires both the student and teacher's Independence in their Academic Achievement and activities. It also indicates the Student's Perspectives of courses of achievement is by a moderate amount different from those expressed in quantitative studies.

Introduction

This research includes the implementation of the Teacher's role in developing the student's language and cognitive skill to bring out their perceptions on academic achievements. Students from different high school types responded on several aspects such as individual factors, family factors, liking towards a course and more frequently on teacher's attitude. Examining the policies and procedures regarding the instruction of students who come from non-English speaking backgrounds has become essential.

It takes 4 to 12 years for the students to become more advanced to reach the level of academic proficiency to challenge with native speakers of English. It has been widely reported that slow English Language Learning students have lower academic achievements.

The implications on language proficiency and academic achievements are high. Drop out rates are a primary concern. Lower academic achievements are invariably linked to dropping out of school. Students with poor language proficiency have poor grades and test scores and are most likely to drop out of school. Usage of language difficultly highly contributes to dropping out of school. There are evidence based on the difference between students who have proper English Language proficiency and their academic achievement, and students with limited English Language proficiency and their academic achievement. It is important to identify the language proficiency and monitor them through out the process of language skill development. Through this process of monitoring the language skill development of the Students their academic performances can be predicted. This process is necessary in measuring the growth of

the Students language proficiency over the period of one year. For this analysis lets differentiate the generation gaps,

X- Older generation Teachers who existed when black board was introduced.

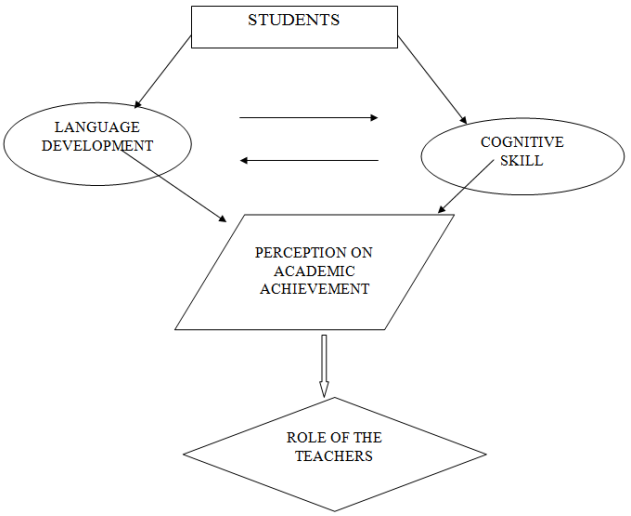
Y- Present generation Teachers who are now present in the Digital Education period.

Z- Future generation Student's who are "Faster" learners.

While, developing Language proficiency and the Cognitive skill in a student will be quite difficult for the Y generation who are now Teachers.

Language Development

Newborns are introduced with gadgets by their parents. Children at their early days , normally tries in pointing their eyes on one person or object. When they do so, they are nowadays forced to look at the camera lens of a digital camera or a mobile camera. This action of their parents gives the introduction to the digital world to the child. This introduction is the beginning part of the child's relationship with the gadgets. These children gradually learn language through mobiles or tablets by which they play. Children learn English Language easily and faster through this. So, the role of the today's teacher is only to give protection on words that they use to speak.



During the first year they listen to the language that is used around them and they try to become relevant to their language. When they start playing with the devices given to them, several words are introduced to them through the games. They try to make use of the same words, sounds and syllables. Children demand to correlate the difference between the action that they do and relate the words that they speak to what they do. Only the Children with hearing impairment find it difficult to learn English language with ease. When the child grows, they gradually develop the discovery of new words and vocabulary with the help of the devices that they use to play. As they discover the new words, they master their usage of words and its sound system and their own grammar of their language. They connect the words, sounds, vocabulary and grammar and create a new language achievement. Language skills of young children are important in their interpersonal development and their academic success. This may vary enormously at any level and age. This has been the focus of scientific research for years. There are still more researches that describe the differentiation between the children who use electronic devices in their language development and the children of middle class who do not have the opportunity to use electronic gadgets.

Initial Stage

This is the school stage at which the students receive perceive at silence. The students may have up to 500 words in their approach and they are mostly open-minded to learn the English

language. Some students repeat everything the teacher says. They are not really knowing what they say but simply echo the words mechanically. But at this stage the students who really want to learn English language will listen attentively and they even copy words from the board easily. They will find it easy to respond to the questions, pictures or other visuals. The eagerness to learn new words increases. They learn most needed words at this silent stage. They reflect what they learnt at this stage by practicing the learned English words at school and at home. They try to connect words which they gradually know. There are four stages in language learning. They are:

- Self encouragement
- Managing the language
- Developing language skill
- Rewarding

Self Encouragement

In the process of learning language it is important to maintain right direction and constant speed capacity to encourage one's own self. This self encouragement in a child is brought by the self learning of English Language through the devices that over take them. In the other way, if the child is unable or not allowed to use any device, learning language is going to take time and be a lot more difficult.

Managing the Language

This process includes the management and sustaining of the language knowledge that had been acquired through the devices that they are allowed to use. This management process is prolonged throughout the time from when they start to learn language through their handy devices, until they get a new device to use. When they get the new device there are chances for the child to skip their language development from a level at which they were when the had the old device to the next higher level. Conversation at this stage won't be even, they will feel embarrassing, but the more the learner can do in this stage is to double up the speed of their language learning.

Developing Language Skill

At this stage the conversation takes more structure and depth. When language is starting to become easier it no longer needs the first language for the child to communicate or develop the conversation with the help of the child's first language. This allows the child to continue to climb upwards until the child reaches a well developed language skill.

Rewarding

Language learning at this final stage of a child is unimaginably rewarding. Most of the games have the audio conversations or dialogues which directly communicate with the players. These give both positive and negative commands while they play. The commands that are given at the end of the game are the rewards that is given specified on the result of the game.

For example:

Grate.
Delicious.
Divine.
Won the battle.
Task completed.
Level completed.
Explored a new world.
Acquired an ultimate clan.
Business developed.
Found the treasure etc.

The child can now start another language learning mission or continued to encourage around enjoying the view and exploring the child's new surroundings.

One or Two Word Phrases

Around 18 to 24 months, kids undergo a very important language research by trying to put words together into one or two word phrases. This generally happens right from the time they reach a different range of 50 words, and this is important because it frequently marks the beginning of a language blow-up, during which children being to acquire language at the speed of light. The fun thing on two word phrases begins when the child begins listen to the commands that are given through the games. The game devices are the main reason for a child to acquire an independent knowledge on English language and use the words appropriate to the situation.

As they get older, they can be much more accurate about what they are saying because they use longer sentences and grammatical markers to clarify their meaning. But when children are at state of two-word phrases, one phrase might mean many different things or meanings. It is interesting to listen to the child who use number of two-word phrases and a variety of sentences that they try to connect with the phrases. Ordinarily, this happens all on its own. The child who has less opportunity to use electronic devices will get stuck at one type of two-word phrases that they hear manually. For these types of children, it is the role of the present generation teacher to help them understand how to use a wide variety of phrases to express their needs and ideas.

Dialogues

A dialogue is a communication between two people either through speaking or writing. Dialogues definitely help in making the language learners to become better listeners as well as better speakers. Dialogues usage in the classroom can help them develop their conversations. Reasons are

- To represent real life speech.
- To teach how to talk in different social situations.
- To learn new vocabulary and sentence.
- Students love to role-play.
- Learning leads to improved conversation ability.

To Represent Real Life Speech

By using a dialogue, child communicates with their toys at their beginning stage. They can be helped to know the exact meaning of several words that they use towards their toys. And bring out real life speech from within them. This can be done only by teaching them the synonyms of the words that they already know.

To Teach How to Talk in Different Social Situations

Children tend to talk anything that they know. They do not think on what they should or should not speak at a situation. Situational dialogue and teachers are to be taught to the children who are growing. This may improve their confidence and right talks at different social situations. A conversation might also reveal that it is impolite or improper to ask a person about the person's age, weight, salary or income.

To Learn New Vocabulary and Sentence

Dialogues have the ability to introduce the student to a new structured vocabulary and sentences. Though, devices and games help children to learn new vocabulary and sentences, this is only to certain extent. Growing and developing those vocabularies and sentences are in the hands of the children and this comes from the devices to bring up the curiosity to learn more.

Students Love to Role-Play

All students may love to practice dialogues because they can be role-played. Social situations such as visiting a friend, talking on the telephone, or shopping are more lightly to be enacted by the children. They love on acting out the ones which call for a lot of body language, emotion and expression.

Learning Leads to Improved Conversation Ability

We teach students how to apply appropriate substitutions to memorized dialogues in different situations. Motivation can build up more casual conversations after going through a series of practice.

Fluency

Being a widely spoken language, English is spoken around the world. Fluency in English language is important both in studies and career. Without fluency in English, students may find it difficult to understand the concept being conveyed by the authors. To require adequate knowledge in academic, good fluency and grasp of English language is necessary. In a student's social life, English language proficiency and fluency is most important. It helps to build strong relationship and better understanding among students. To study abroad in some of the best universities in the world, students should take up Systematized tests to prove their English language proficiency. This type of test plays a major role for admissions to most of the universities around the world. These tests are carried out to ensure that the students from Non-English speaking backgrounds are able to write, listen, and converse in English fluently. Having good communication skills is respected at any organisation. Professionals with strong cling on English language are set in higher level of excellence in the organisation.

Cognitive Skills

Children develop cognitive skills speedily at a great rate in the first few years of life and build on them continuously throughout grade school. Cognitive skill development in children involves the liberal building of learning skills, such as attention, memory and thinking. These skills enables the children to process neurological information and in time learn to analyse, evaluate, make comparisons and understand cause, remember, and effect. It is found that thinking and learning skills can be improved with the help of practice and proper training.

Logical Thinking / Reasoning

The word "logic" comes from the Greek word meaning "reason." Logical thinkers observe and analyse phenomena, reactions, and feedback and then draw conclusions by analysing and evaluating based on that input. Workers who display strong logical thinking or reasoning skills are placed at high value because their decision making is based on accurate information.

Logical Thinkers can justify their strategies, actions, and decisions bottomed on the facts that they gather. These logical thinkers are people who have got the power of logical thinking through the experience from their life and surroundings. The future generation Logical Thinkers are going to evidence the electronic devices for their power of Logical Thinking. Children speedily learn what they see and practically use. They have better knowledge on what information can be collected from which web site. They think more than they learn. So, their thinking power increases and brings reasoning capacity with in them.

Attention

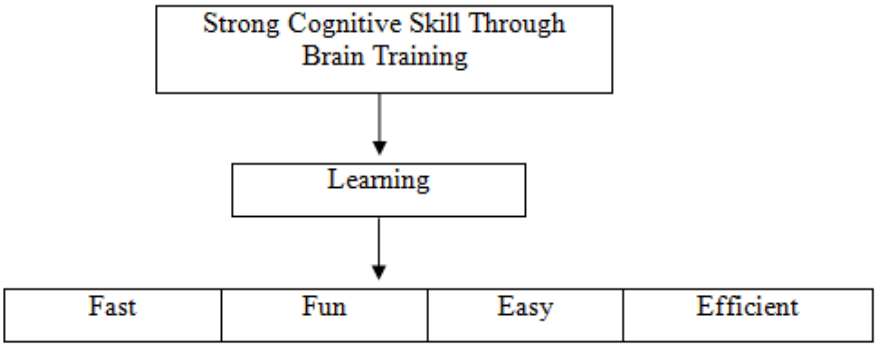
Attention is that which makes a child to concentrate on one task or conversation at an extended period of time. Learning to focus attention by the students is an important cognitive skill. Children younger than five years of age have short attention spans that last 15 minutes or less. To make children pay attention is not an easy task for the present generation teacher to handle at all levels. But a future child's focus and attention grows eventually with the help of the devices that they play with. Evidence for this is, when a child concentrates on a particular game, there is no way anyone can divert him/her out from the game. The concentration power or the focused attention is normally brought into a child without putting them into a classroom. Thus, their attention is maintained through the direct interaction of the devices with the child's mind.

Long Term-Memory

The capacity of long-term memory is unlimited. Duration of the Long Term-Memory might be of few minutes or a lifetime. Internet memory games imminently increases the memory power of a child. They learn more from these memory games. And at the same time, they strongly remember what they see, do, etc. These may also help them in cognitive skill development. These children learn more rapidly before being put into a classroom. Bringing the electronic devices into education may build up intelligence as well as increase in knowledge . In this part of long term-memory ride a cycle, that gets stored at the long term memory of a child. So as, how to operate the devices also gets stored there.

Brain Training

Strong cognitive skill through brain training makes a child's learning fast, fun, easy and efficient.



It was the role of teachers to make children train their brains to listen and respond to them at earlier days. Now, this process has changed that the child develops his own brain by training his/her brain accord to his /her needs of knowledge acquirement, through the brain traing games that the child regularly play.

Perception of the Students on Academic Achievements

The system of Blackboard and Chalk which was introduced in the year of 1813. It is still being used to bring the attention of the children in classrooms and listen to the teachers. Nearly 2005 years is over, and there are some kind of replacements is found for this Blackboard and Chalk system. The replacements include Interactive White Boards, Green Boards, and Smart Boards etc. But still the older method is being used regularly used the teachers.

In this case, let's takes doctors for example. If they say that they learnt the practical operation with the instruments that were found years back. Even though new instruments are introduced, we are not ready to adapt to the new inventions and are not ready to replace the new tools over the older ones, what will be the consequences?

At the same manner, if the teacher is not ready to replace the Blackboard and Chalk with the new tools to teach such us Interactive White Boards, Green Boards, Smart Boards, electronic devices etc., to teach the Z generation, it will be hard for the teachers to keep the children attentive and it is very hard to interact with their interest.

According to result of our survey, the perception of the students on academic achievement is what the lack of their interest in learning and achieving increases when the teaching method fails to bring the lesson's interest. Though blackboard and chalk plays a major role in the method of teaching, children's seeks for more interesting methods that would build up, sustain and develop their interest over the subjects. This is because; most of the children grow up along with the electronic devices or tools. When the child have lost their interest in learning, gaining it back is difficult. Students with developed knowledge and cognitive skills and sense that they will be comfortable with the teachers and the evaluation at their academic achievements, only when the teaching process was quite sufficient, interesting and innovative space that was given to them before their academic examination. Satisfaction of the Student's academic presentation in their exams is achieved only when the teacher had fulfilled their enterprising minds.

Participation of an Enthusiastic Teacher

For Teachers, classroom teaching is found efficient to develop English Language in the students. Electronic devices may also help the teachers. Language laboratories are an effective way too. Classroom teaching may give hands for the students to develop their verbal communication, interpretation and all language skills. This are only developed because they have already acquired the meanings and knowledge of several words through their handy devices. The usage of the devices by the Students cannot be blamed nowadays, because, students are being guided by the teachers to make use of the devices to learn and acquire more knowledge on what is taught to him/her at the classroom. At the classroom, Teacher has stated to give educational websites to children and ask them to take notes from it for the upcoming class. Through this, the students start looking for more information and discover extra web sites that give them sufficient content on the subject. This shows the urge of the students for acquiring, grasping and collecting knowledge on what the teacher guides them.

Conclusion

Teachers make use of classroom practices on reading theory and provide instruction that needs the specific learning needs of their students. Teachers have a central role in helping the children to develop and sustain a positive attitude towards English language learning and literacy. Students who are motivated by the teachers to read, to write, to gather information from the internet and to recognize the needs of the language, are the students who acquire a better reading, writing and learning capacity. And also they are the students who adopt more information from the internet. Effective teachers understand the importance of instructing and motivating them to use their electronic devices to use it as a learning material or a learning tool.

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A STUDY ON PAGERANK ALGORITHM USING MARKOV CHAIN MODEL

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Abstract

Page Ranking is vital factor for information retrieval system. It is used to measure, the importance and activities of web pages. The PageRank is modelled as the activities of a randomized Web surfer; this model can be seen as Markov chain to forecast the activities of a system that travels from one state to another state, considering only the current condition. This paper proposed a new page rank algorithm which uses software based on mean value of page ranks. The traditional Page Rank algorithm is reducing the number of iterations to reach a convergence point.

Keywords: *PageRank, Transition Probability, damping factor, Markov Chain and Dangling Node.*

Introduction

PageRank was developed by Google originator Larry Page and Sergey Brin at Stanford. In fact the name PageRank is a likely play on Larry Page's name. At the time that Page and Brin met, early search engines typically linked to pages that had the maximum keyword density, which meant people could game the system by repeating the same phrase over and over to attract higher search page results.

Ranking or link analysis determine the success of the Web search engines as they compute the importance and relevance of individual page on the World Wide Web(WWW). Examples of link analysis algorithms are HITS (Hyperlink Induced Topic Search), PageRank and SALSA (Stochastic Approach for Link Structure Analysis). Google is intended to crawl and index the Web efficiently and create much more satisfying search results than existing systems [1]. These algorithms rely on the relation structure of the Web pages. HITS developed by Jon Kleinberg, is a query depend algorithm, which analyze the authorities and hubs value of a page while SALSA combines the random walk feature in PageRank and the center authority idea from HITS. Information retrieval methods use eigenvector calculations based on the popular methods of HITS and PageRank [2]. Applications of Stochastic Models in Web Pageranking[3].

PageRank is a query and content self-governing. Query independent means, that the PageRank ranks of all the pages offline after the crawler download and index pages and the rank remains constant for all the pages. PageRank model also estimates recommended solution methods, storage issues, existence and uniqueness [4]. Content independent means the PageRank does not include the contents of a Web page for ranking rather it uses the link structure of the Web to calculate the rank. Markov chain uses only a matrix and a vector to model and predict it. Markov chains are used in places where there is a transition of states.

Background and Related Work

Markov Chain

Markov Chain is a random process used by a system, that at any given time $= 1,2 \ldots . n$. It occupies one of a limited number of states. At each time t the system moves from state u to v with probability P_{uv}that does not depends on t and P_{uv} is called as transition probability. Which is an important feature of Markov chain and it decides the next state of the object by considering only the current state and not any previous states.

Transition Matrix

Transition Matrix T is a $n \times n$ matrix formed from the transition probability of the Markov process, where n represents the number of states. Each entry in the transition matrix t_{uv} is equal to the probability of moving from state v to state u in one time slot.

So, $0 \leq t_{uv} \leq 1$ must be true for all, $v = 1,2$.

Example

Three state transition matrices is $t_{uv} = \begin{bmatrix} \frac{1}{4} & \frac{1}{2} & \frac{1}{2} \\ \frac{1}{2} & 0 & \frac{1}{2} \\ \frac{1}{2} & \frac{1}{4} & \frac{1}{4} \end{bmatrix}$.

PageRank

PageRank (PR) is a computation, famously invented by Google founders Larry Page and Sergey Brin, which evaluates the quality and quantity of links to a webpage to decide a relative score of that page's importance and authority.

The Page Rank algorithm is given by compute page ranks of all pages by following formula:

PR(A) = (1-d) + d (PR(T1)/C(T1) + ... + PR(Tn)/C(Tn))

Dangling node

In the transition matrix, if sum of any rows is zero that indicates that there is a page with no forward links. This type of page is called as dangling node or hanging node.

Web Graph

PageRank algorithm treats the Web as a directed labelled graph whose nodes are the pages and the edges are the hyperlinks between them. This directed graph structure in the Web is called as Web Graph. The web graph describes the directed links between pages of the World Wide Web (WWW). A graph, in general, consists of several vertices, some pairs connected by edges. In a directed graph, edges are directed lines or arcs.

Example:

A graph G consists of two sets V and E. The set V is a finite, nonempty set of vertices. The set E is a set of pairs of vertices; these pairs are called edges. The notation V(G) and E(G) represent the sets of vertices and edges, respectively of graph G. It can also be expressed G = (V, E) to represent a graph. The graph below is a directed graph with 3 vertices and 3 edges.

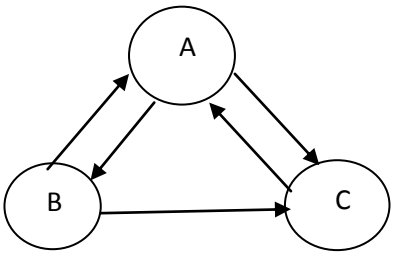


Figure (1)

Damping factor

The damping factor d, which is the click-through probability, is included to prevent sinks (i.e. pages with no outgoing links) from "absorbing" the PageRank of those pages connected to the sinks. That is why the first term of the PageRank equation, (1-d) is included. It is the chance of being on a random page after restart, while the second term is normalized so that all PageRanks sum to one.

Traditional Page Rank Algorithm

PageRank ranks pages based on the web structure. Google, which among search engines is ranked in the first place, uses the PageRank algorithm. PageRank has been developed by Google and is named after Larry Page, Google's co-founder and president [5]. PageRank is a numeric value that represents how important a page is on the web. Google figures that when one page links to another page, it is effectively casting a vote for the other page. The more votes that are cast for a page, the more important the page must be. Also, the importance of the page that is casting the vote determines how important the vote itself is. Google calculates a page's importance from the votes cast for it.

The Page Rank algorithm is given by calculate page ranks of all pages by following formula:

$$PR(A) = (1-d) + d\ (PR(T1)/C(T1) + ... + PR(Tn)/C(Tn))$$

1. Where PR(A) is the PageRank of page A, PR(Ti) is the PageRank of pages Ti which link to page A, C(Ti) is the number of outbound links on page Ti and d is a damping factor which can be set between 0 and 1, but it is usually set to 0.85
2. Repeat step 1 until values of two consecutive iterations match. So, first of all, we see that PageRank does not rank web sites as a whole, but is determined for each page individually.

Further, the PageRank of page A is recursively defined by the PageRanks of those pages which link to page A. The PageRank of pages Ti which link to page A does not influence the PageRank of page A uniformly. Within the PageRank algorithm, the PageRank of a page T is always weighted by the number of outbound links C(T) on page T. This means that the more outbound links a page T has, the less will page A benefit from a link to it on page T.

The weighted PageRank of pages Ti is then added up. The outcome of this is that an additional inbound link for page A will always increase page A's PageRank. Finally, the sum of the weighted Page Ranks of all pages Ti is multiplied with a damping factor d which can be set between 0 and 1.

Features of Page Rank Algorithm

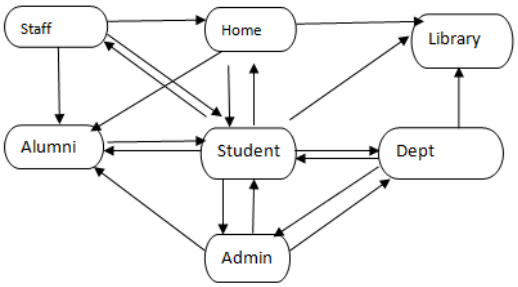
- It is the query independent algorithm that assigns a value to every document
- Independent of query.
- It is Content independent Algorithm.
- It concerns with static quality of a web page.
- Page Rank value can be computed offline using only web graph.
- Page Rank is based upon the linking structure of the whole web Page
- Rank does not rank website as a whole but it is determined for each page individually.
- Page Rank of pages Ti which link to page A does not influence the rank of page
- A consistently.
- More the outbound links on a page T, less will page A benefit from a link to it.
- Page Rank is a model of user's activities

Experimental Results

The implementation is performed on 3.06 GHz Pentium Dual Core PC with 3 GB RAM, running Windows 7. Java programming language is used; since it is an Object Oriented Language and has security packages. NetBeans IDE is an open source Integrated Development Environment which serves as a platform for implementation of Java based applications. In the implementation Java SE (Standard Edition) 6 Update 24 (released in February 15, 2011) and NetBeans IDE 6.9 (released in June 2010) has been used.

Problem: 1

Let us considered a sample web graph extracted from a university site contains 7 pages namely Home, Admin, Staff, Student, Library, Department and Alumni. We use this sample Web graph in our Markov analysis and PageRank calculation.



Flow chart for page rank algorithm:

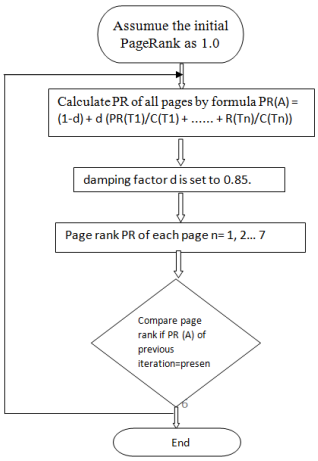


Figure 3

Figure 3

Sample Coding

```
public class PageRank {
public int path[ ][ ] = new int[10][10];
public double pagerankalgorithm[ ] = new double[10];
public void calculate(double totalnodes){
double InitialPageRankValue;
double OutgoingLinks=0;
```

```
double DampingFactorValue = 0.85;
for(k=1;k<=totalnodes;k++)
{ this.pagerank[k]=InitialPageRank;}
System.out.printf("\n Initial PageRank Values , 0th Step \n");
for(k=1;k<=totalnodes;k++)
{ System.out.printf(" PageRank of "+k+" is :\t"+this.pagerankalgorithm[k]+"\n");}
while(ITERATION_STEP<=2) // Iterations
{
for(k=1;k<=totalnodes;k++)
{ TempPageRank[k]=this.pagerankalgorithm[k];
this.pagerankalgorithm[k]=0;
}
```

Table 1 Shows the final Page Ranks, for different web pages

Web pages	PageRank
Staff	0.19722222222222224
Student	0.203968253968254
Alumni	0.23769841269841271
Library	0.24444444444444446
Home	0.35912698412698413
Admin	0.21746031746031746
Dept	0.21746031746031746

Table (1) Simulation Results

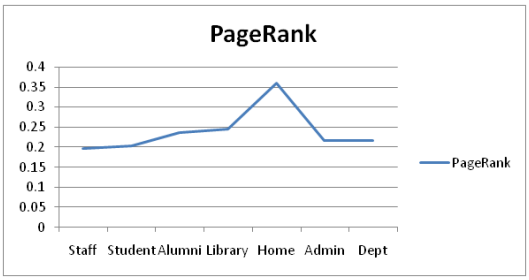


Figure 4 - Number of iterations required by Page Rank algorithm to web page

Conclusion

In this paper page rank algorithm based on web graph has been proposed. In this proposed scheme the page rank of all web pages are using a damping factor, which reduces the time complexity of the conventional page rank algorithm. And this paper brings ambiguity about how the Page Rank used relevancy set with the Markov chain. This paper highlights the different adjustments done to make the Web graph into a Markov model. In that, the dangling node problem and the methods to handle the dangling nodes are discussed. Mathematical solutions are also provided. Moreover we can extend the page rank algorithm and page rank calculation in the field of education.

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STRATEGIES OF ACADEMIC ACHIEVEMENT IN CHILDREN

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Abstract

Student academic characteristics signify the willingness and assurance to hold with academic ways of knowing, being and doing and as such in an important feature of becoming academically literate. Teaching strategies and materials that can help students enhance determination and build an increase attitude are presented as keys to successfully affecting academic presentation. Teaching method is one of the determinant factors of better academic presentation of children. When it comes to inclusive education, educator's performance in the class procedure increase more significance, and becomes leading factor for proper inclusion and achievement of children with special needs. Another side parent participation in a child's early education is constantly found to be positively associated with a child's academic performance. Particularly, children whose parents are additional involvement in their education have higher levels of academic performance than children whose parents are involved to a lesser. This article examines the strategies of academic achievement of secondary school student's and how the affect of parents involvement in students performance.

Keywords: *Student academic, academically literate, attitude, better academic presentation, involvement, special needs*

Introduction

As schools are the essential sources of formal knowledge, their effect on student attainment gets great attention. Considering factors impacting on achievement, studies have focused on assess what affects attainment, mostly quantitatively. However, review the factors influencing learning, researchers found student or classroom processes affect student learning more than school factors (Walberg, 1990, 1993). Attempts to identify the causes and consequences of school climate could benefit from examining potential predictors (Griffith, 1999, 2000).

While early studies into the efficiency of schools found important power of SES on student attainment, studies in the following years found school effects as well, which indirect school influence on student attainment? Numerous studies established contradictory school dimensions depending on type of study and study group as well as supposed cultural context of successful school, and there were even disagree with results depending on an understanding of what makes a school effective. Schools probably have several sources of 'effectiveness' which be different according to the outcome being considered.

Academic Achievement in Schools

Academic achievement is basically seen as a main outcome of the school. Gaziel (1996) reports academic achievement is commonly given as school effectiveness pointer by shareholders in education. Although state achievement tests are administered to students, the results are used to measure school effectiveness. There are many factors within school that affect achievement and there is no agreement on this. The school staff, such as 'dedicated and

qualified staff, teachers and administrative leadership, school environment processes such as clear school goals (Townsend (1997), selectivity of school (Salchegger, 2016) and 'positive school climate (Dronkers & Robert, 2008; Townsend, 1997) have been seen among the most important elements for the effective school. The number of studies about the relationships between academic and affective/social outcomes is very small (Gray, 2004). At the secondary level, results suggest that effects on academic and certain affective/social outcomes may be more linked, especially when it comes to attendance and behavior.

Strategies of Academic Achievement

Strategy	Description
Learning/digital narrative	Individual narratives by students that describe how they have overcome difficulties, achievement over difficulty, and achieve a level of success importance on perseverance.
Teenage literature	Books, short stories, and articles that present adolescent characters that need insistence, interest, and bravery to successfully tackle challenges and develop confidence in them as a result.
Alternative maps	When tackle an academic challenge, a student can view his or her actions through also a "learner state of mind" or a "judger state of mind" Overcoming the "judger state of mind," the negative voices one often hears about his or her capability is key.
Computer program	Teaches students how the brain works and how it can be strengthen like a muscle. Provides activities and strategies of training.
Mindsets: Life Plan Program	Mindsets focus on seizing the moment, pursuing one's talents, our interconnected world, and responsibility. Focus is on developing a life plan.
Peer teaching	Students helping students learn concepts through repetition and practice. Types of peer teaching include mutual peer teaching, cross-age and cross-grade peer teaching.
Self-assessment	A metacognitive approach that requires students to assess their own presentation based on key principle that can engage aim behaviors that are both academic and/or social in nature.
Oral self-instruction	Students can regulate their own academic and/or social behaviors through a metacognitive "self-talk" process. The self-talk can be scripted and practiced; fix-up strategies can be part of self-talk.

Assessment of Academic Performance in Early Elementary School

A number of techniques are used to calculate child academic presentation, including consistent achievement test scores, teacher ratings of academic performance, and report card grades. Standardized achievement tests are objective tools that evaluate skills and capability children learn through direct teaching in a variety of subject areas including reading, mathematics, and writing. Teacher rating scales permit teachers to rate the accuracy of the child's academic work compared to other children in the class, and allow for ratings on a wider range of academic tasks than examined on standardized achievement tests. Report card grades allow teachers to report on classroom academic presentation, but are used by few studies for early elementary school children due to, among other reasons, a lack of a standardized grading system and uniform subject areas children are evaluated on.

Conclusion

Grittiness and state of mind are important concepts for learners at any age. However, for young people, being gritty and having a development mindset can considerably influence their futures. That is why secondary school teachers need to be able to employ some of the strategies

discussed to help students improve their performance and readiness to take on risks academically for a complete listing of all the strategies presented and how to access additional information. Teachers need to help students focus on construction determination and engaging in a process that leads to achieve goals and fostering success. When students believe that they can be successful as learners, and that their personal narratives can be similar to those of older students who have persist, their course with respect to postsecondary school and career choices can be dramatically changed. This article has talk about a wide collection of cognitive, technological, and behavioral strategies that teachers can apply to develop and strengthen the implied theory students have about themselves as learners. The strategies that teachers select to use, be they learning stories, characters and situations from adolescent literature, choice maps, mindset building programs, computer software programs, peer tutoring, self-evaluation, or verbal self-instruction, are flexible, able of being customized, and often used in series to address specific student needs. Understanding adolescent development, the culture of secondary schools, and the strategies that can develop grit and growth mindset are keys to successfully teaching adolescents, especially those on the cusp of failure.

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A NEED FOR AN OUTSTANDING PROGRESS IN THE ACQUISITION OF ENGLISH LANGUAGE LEARNING

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Introduction

Every language learner need to learn a general vocabulary at the foundation level. At the beginning levels they have to understand the general concepts, including words for numbers, colours, shapes, time, body parts, feelings, family members, common objects in a range of familiar settings, safety instructions, and so on. These are the basic learning acquisition can be considered to acquire the communicative style of learning for every beginners. Beyond this level, the choice of vocabulary needs to take into account what each learner needs to know and do in their language classes. Therefore a language can be seen as having two major aspects they are, social language and academic language.

Social Language for Communication

The social language is considered for communicating in interpersonal contexts and can be either spoken or Written which takes place in all sorts of communicative aspects. It may take place at school (in social exchanges in and out of the classroom) or outside school. It may include "functional language", which is used for buying something at a shop, making an appointment, getting information, and so on. Many of us have seen people using many vocabulary in normal day to day life existence along with their mother tongue interference. This happens only because of having acquired repeated times of hearing, in and around their habitual way of life.

Academic Language for communication

The Academic language is considered for learning and communicating in educational contexts. It can be either spoken or written, and its main purpose should be focused from the school level is for learning within the curriculum. Some of the students show interest and involve for learning through English medium curriculum. Social language is sometimes called basic interpersonal communication skills (BICS), and academic language is sometimes called cognitive academic language proficiency (CALP). BICS usually take less time to acquire than

CALP. In a school setting, learners will probably acquire social language more quickly and easily than academic language. All the language teachers should encourage and allow their students for thinking and discussion in the first language and provide bilingual support wherever possible. Learners of different ages bring different concepts, experiences, knowledge and strategies to their language learning. It's important to teach different cognitive and meta cognitive strategies to help them learn.

Each learner has a unique set of family and cultural experiences, knowledge and understandings, and attitudes and perspectives. These have a real impact on their language acquisition and learning as well as on their general learning and understanding level. Each learner's starting point and rate of progress will be determined by a number of factors, including the following.

- The strength of language learner's oral language and literacy in their first language(s)
- The age of the learner
- The learner's previous education
- The similarities and differences between English and the learner's first language(s)
- The learner's language-learning experience
- The learner's exposure to English
- The learner's opportunities to interact with native speakers of English
- The learner's cognitive learning ability
- Physical disability.

When a learner has opportunities to interact with native speakers of English in both social and academic settings, their language acquisition is well enhanced. In future they can manage the unlimited situation focused for trade jobs or so on.

The Affective factors which influences a learners Personality

A learner's personality traits and learning dispositions such as their confidence, attitudes, perceptions, and ability to take learning risks influence their learning.

Significant affective factors include the learner's:

- life experience
- being shy or outgoing
- motivation to learn and acquire language
- self- esteem and self-perception

Other affective factors related to the school and home environment will also have a bearing on a learner's achievement. These factors include the learner's relationships with teachers and with other learners and the well-being and stability of their family.

No matter what language you or your students' parents speak, parental support is a big key to academic success. Some families are often at a disadvantage when it comes to supporting their child because of language and cultural barriers.

Many learners will be able to learn a language more successfully when they consciously make themselves aware of:

- what they are learning;
- why they are learning it
- how to learn it
- how to apply or transfer the learning to new contexts.

English language learners need to be openly taught to use learning prompt and strategies and to self-monitor their use of learning in all areas, so that using them becomes accustomed in nature. English as a Second Language need a thirst area to develop academic skills particularly in the areas of speaking, listening, reading, and writing. There is a close relationship between cognition (thinking and learning) and meta cognition (thinking about thinking and learning) Meta cognitive awareness is like a "seventh sense" that successful learners consciously and

unconsciously apply to their learning. Learners who have meta cognitive awareness understand how they approach a particular learning task. They can monitor the progress of their learning and can think about their own thinking and learning processes.

Meta cognition means being aware of how cognition is occurring. For example, when learning vocabulary, a learner might first ask "What does this word mean?" (using cognition) and then ask "What's the best way for me to remember these words – maybe by drawing an image or by saying them aloud to myself?" (using meta cognition)

Three different types of meta cognitive knowledge have been identified by researchers

- knowing what, or having knowledge about your own learning processes (declarative knowledge);
- knowing how, or having knowledge about what skills and strategies to use (practical knowledge);
- knowing when, or having knowledge about when and why to use various approaches (conditional knowledge). Makes why we should encourage learners to learn.

Steps to Increase Writing Opportunities (Specific and measurable goal)

Students will engage in a weekly writing activity that will focus on developing a certain skill such as creative vocabulary use, the correct format of an essay or the peer editing process. The ability to write effectively and accurately to convey a message is a very important skill for a student and in most careers . Depending on their writing skill level in their first language and their English language abilities, writing may be frustrating. Students need to engage in a variety of writing to develop an understanding of different types of writing and to identify their strengths and weaknesses as a writer. When students discuss their writing they are able to see their thoughts and statements from someone else's perspective and they gain awareness of their own language development. In this age of technology where a lot of communication is done electronically, it is more important than ever that students develop the ability to state their thoughts clearly and accurately in writing as well as, to know the difference between texting a message to buddies and sending an email to the boss.

"Think-Pair-Share" and "Circle Chats"

Increase Student Interaction with Think- Pair-Share and "Circle Chats. Many researchers have identified that peer interaction can play an important role in a student's language development. In order to increase opportunities in which students can interact, and teachers can try some of the strategies including the "think-pair-share" and "circle chats." Each learner has a distinctive set of cultural and personal knowledge and experiences, so teachers should avoid making postulation about learners from diverse language and cultural backgrounds. Language teaching and learning needs to be plain and structured, not just incidental, and language learners need to receive consistent and informed feedback on their progress. Learners should have opportunities for language learning, including learning with an explicit focus on language form and meaning, in all curriculum areas. If an English language learner's first language is closely related to English, it's easier for them to learn English because their knowledge of sounds, structures, and word families in their first language is transferable Language elements that may differ from English include sounds, script, vocabulary, structures, meanings and the ways in which texts are organised.

Dictionaries play a prominent role in learning

Dictionaries are important and useful tools. Learners who are literate in their first language should be encouraged to use dictionaries in that language to consolidate their understanding of concepts. Bilingual dictionaries and picture dictionaries (both English only and bilingual) are very useful. There are also bilingual subject dictionaries for older learners, such as a Chinese–English dictionary of biology. Dictionaries should be chosen carefully. A good dictionary does not just provide a definition. It also:

- shows how the word is pronounced;
- lists the uses of the word in order of frequency;
- explains the meaning of the word, using language that can be understood by the learner;
- shows the word's use in context, in a sentence or phrase.

More advanced dictionaries may also show other words related to the entry. Many modern dictionaries are sold with a CD-ROM of additional information and exercises on dictionary use.

Conclusion

Good instruction helps English learners achieve. Instructional quality is also important, regardless of instructional language. In many ways all students deserve to understand and enjoy the language. Once teachers help the readers with rich and simple instructions in acquiring English language. Similarly the learners will become smart with a good learning environment. If such environments are created for basic language learners it will fetch a formal, professional, good and rich implementations in their life style. Closing the gap between the new way of teaching requires a large way of practice. In an ideal world everything is possible if both the ends are essential for a good development in acquiring language . It is very important to start with a strong goal. At present everyone should consider that a need for an outstanding progress in the acquisition of English language learning is very important in this present scenario.

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IMPACT OF USING MEDIA AS A TOOL TO HARNESS VOCABULARY

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Abstract
Today, our children is widely immersed in the world of technology. Tablets, iPhones and the like have replaced the old rattles, musical chairs and such toys that we used to engage our toddlers. About 85% of today's generation under the age of 6 years is addicted to these media. In this scenario, the influence of educational videos over mere personal teaching is to be put into research. This article try to investigate the influence of educational media in English vocabulary learning. A lot of studies are done highlighting the negative impact of watching videos on children under the age of six. It is true that for children under the age of 3 years, personal training by parents proves to be more effective in the vocabulary development. Whereas, for preschoolers, an exposure to educational videos have fostered early literacy skills in children, standing as a bridge between home and school. This is very much important for the young English language learners. The first and foremost problem faced by our children when they step on to school atmosphere is that, the language that they have experienced in their home does not often reflect the languages used in school. Through the application of principles laid down by Paivio in his dual coding theory and Susan Newman's theory of synergy, answer to the questions like, how young English language learners acquire a language and, how English language learners learn vocabulary from educational media are found out. Also, the roles of cultural relevance and translanguaging pedagogy in facilitating second language vocabulary on-screen is also dealt with.
Keywords: *educational media, dual coding, synergy, translanguaging.*

The role of English language in our day today life is indispensable. English is more than a Second Language and it plays an important role as our lingua franca. Nowadays, learning English is not a need of adult students but also young learners or children. As an international language, English is needed to communicate in different parts of the world. In order for English learners to have more chance to develop their English skills, English learning must be started from young learners.

Teaching and learning is dealing with the language skill and language component. Language skills consist of listening, speaking, reading and writing. Language components consists of grammar, pronunciation, spelling and vocabulary. Vocabulary is one of the language components which is important for students to support their english skills. Vocabulary plays an important role in mastering English, as mastering vocabulary enables students to study English more easily.

The facts require English teachers to keep improving their strategies and media in teaching English particularly in teaching vocabulary. It is hoped that improving teaching strategies can maximise the teaching and learning process which in turn enables students to improve their

vocabulary mastery. Using technology could be interesting ways to learn language in a classroom. Therefore, language learners can establish interaction with peers, teachers, and native speakers. Also, using technology can enhance students' motivation and enthusiasm in language learning.

Harmer (1991) stated that teaching vocabulary is not simply presenting new words. Teaching vocabulary is inseparable part of teaching a foreign language. The more we understand the vocabulary, the more easily we learn a foreign language. Cahyono and Widiati (2011) stated that teaching vocabulary is intended to enable learners to understand the concepts of unfamiliar words, gain a greater number of words, and use the words successfully in communication. It means that vocabulary is the basic aspect of getting well in communication.

The teacher should have many methods and techniques in teaching vocabulary. It purposes to make the teaching learning process more interesting for the students. A technique is implementational in that it actually takes place in a classroom. Through the application of this technique, students should be actively involved in learning activities. The teacher should choose the interesting technique in order to make learning vocabulary easy to students. Involvement in learning activities make learning easy to students. The important way to involve learners in learning vocabulary is to have them personalize the new words. Personalisation is the process of using a new word in a context that is real for the learner personally. In this context, the perfect application of technologies based on the learning theories becomes evident. This throws light into the Dual Coding Theory proposed by Allan Paivio in 1971. According to this theory, both verbal and non-verbal processing is important for learning. The theory goes on like this: there are two "cognitive subsystems" that help learners to process information that is being presented by the instructor / through the educational materials. One subsystem deals with how brain processes non-verbal events or scenarios (analogue codes), while the other deals with language within a learning environment (symbolic codes). Analogue codes are primarily used to store mental images of objects we've seen. For example, if you see a dog, your mind will store these images via analogue codes. Symbolic codes are mental images of words. When we hear a word, our mind stores it as a mental representation through symbolic codes. All the information that we collect in our day to day life is represented by both visual and verbal context. This not only helps us to acquire new information, but to expand on the existing knowledge. So the brain accepts the information, locates them and stores them according to this coding system. That means, three distinct types of mental processing happens during instruction. They are :

- Representational processing: it occurs when verbal or non verbal representations are activated within our minds during the learning process.
- Referential processing: it occurs when our verbal processing systems are activated by our non verbal processing systems.
- Associative processing: It occurs when we activate images or symbols that are contained within the verbal or non verbal processing systems within our brain.

If the instructional designers design lessons that involve the two different types of coding, they increase the likelihood of learners to retain the information, given that their mind will store it as a representation of both a verbal and non-verbal mental image that can be accessed at a later time.

When information is transmitted through verbal (e.g., speech) and nonverbal (e.g., visual image) signals, the two systems support each other and are represented more fully, leading to stronger comprehension and greater information recall. This serves as an appropriate scaffold for children's vocabulary learning.

Susan B Neuman's Theory of Synergy posits that multimedia presentations can create robust mental representations of content that facilitate recall and deepen understanding. In fact, multimedia characteristics such as sound effects, subtitles and zoom shots make actions more relevant and draw children's attention to details that cultivate a deeper understanding of content information.

Together, these theories purport that educational media may support English language learning preschoolers' vocabulary acquisition by providing rich information exposure about a specific topic. Therefore, multimedia may help children develop multi-dimensional and extensive understandings of new words and their meanings, providing language learners with added word depth and richer comprehension.

A few key studies have explored the intersection of educational media and vocabulary development among young English Language Learners. Findings are as follows: First, media may affect the expressive and receptive vocabularies of English Learners differently, with programs that emphasize literacy skills being most beneficial in both domains. Second, studies show that when media is integrated into lessons, young English Language Learner students acquire more vocabulary, while other students demonstrate no added benefit. However, young learners who view the video multiple times do show improvement in their expressive vocabulary. Educational media has a high potential for teaching vocabulary words to English language learning preschoolers, helping to prepare children from linguistically diverse backgrounds to enter school ready to learn in their second language. Educational media can help cultivate early literacy in multiple settings: watching it at home, integrating it in lessons, and using it as an independent activity in school. However, understanding how best to use media in these settings requires further investigation. Future research should explore the developmental and cognitive processes that facilitate word learning in multimedia, focusing on both expressive and receptive vocabulary skills.

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TRACING AN INTERDISCIPLINARY CONNECTION BETWEEN NEUROPLASTICITY AND SECOND LANGUAGE ACQUISITION METHODS

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Abstract

Traditional linguistics and Biology believed that human brain's capacity to learn anew gets reduced after a certain age. But many recent researchers have shown that human brain have special ability to change or re-adjust its structure and cell connections according to new learning, environment changes, behavioural experiences, etc. This ability is known as 'neuroplasticity'. Neuroplasticity is well connected with Second Language Acquisition (SLA). The mind can neurologically acquire language through repetition, selective attention, and focus. But the process of acquiring a first language and second language can be different. When children acquire language initially, they have no experience of language before they acquire it. The two languages are completely independent behaviour patterns. They are acquired using the same neural process. The learner's mind has experience with first language, and may have higher-level knowledge of it through education. Any second language learning must develop an equal framework that responds to different linguistic inputs and outputs. This is a big task, to be sure, but not an impossible one. By encouraging active participation, use of target language, and strengthening neural pathways, we can implement this awareness into our own teaching. This paper intends to find the connections between neuroplasticity and second language acquisition and also discusses techniques like attention increasing, communicative approach, etc. which increase neural connection and enhance second language learning.

Keywords: *Neuroplasticity, Second Language Acquisition, Learning, Acquisition, L1, L2*

From the time early human evolved and started to migrate, the earth's climate has grown increasingly variable. It was because of this environment of changing landscape that humans evolved their sizable brains and capacity for adaptive behaviour. The ability to think creatively, to imagine new solutions to survival threats proved to be a major asset that made human race dominant over all other species on earth. The evolution of the brain is the most obvious example of how we evolve to adapt. In the human genes there are all kinds of interactions that allow human organisms to have plasticity -- the capacity to adjust is itself an evolved characteristic. Man had two key advantages: brains and the capacity for communication and culture.

The brain develops over time. Like every other part of the human body, brain matures throughout life. There are neural mechanisms that allow the brain to be a flexible organ. It can change and reshape itself based on experience. Even though until recently, it wasn't believed to be so. During the earlier half of 20th century, science considered the brain as a static organ—that its general structure was the same in spite of developmental patterns. Traditional linguistics and Biology believed that human brain's capacity to learn anew gets reduced after a certain age. Many recent researches have shown that human brain have special ability to change or re-adjust its structure and cell connections according to new learning, environment changes, behavioural experiences, etc. This ability is known as 'neuroplasticity' or 'brain plasticity'. In the 1970s, research flourished on this new subject. The central theme said that as synapses transmit signals repeatedly, they will reorganize and join together to create a more

efficient pathway in brain. Plasticity in brain map-space was first discovered by Canadian psychologist Donald Hebb, who observed that "any two cells or systems of cells that are repeatedly active at the same time will tend to become 'associated,' so that activity in one facilitates activity in the other" (70). This is captured in Hebb's Law, where 'neurons that fire together, wire together'. Plasticity, in a cognitive sense, refers to an ability to change based on repeated patterns. Throughout a neuron's life, it constantly regulates which dendrite spines are being used and which are not. Dendrite spines will shift to connect to neurons that have experienced repeated use. These repeated patterns create connecting maps in the brain. Every behaviour, from breathing to feeling pain to walking to talking, requires a time of neural change when it is being repeated. This capacity to adapt implies a plastic nature.

Children constantly learn the repeated behaviours necessary for existence during specific ages. These times are characterised byneed for the behaviour to be repeated and brain development associated with the behaviour. This can clearly be seen in the area of first language acquisition or L1 acquisition. L1 acquisition generally takes place between ages 5-10. Learning at this time needs no prior framework to build on. The intense neural development gradually declines with the onset of puberty. Though a human is physically and mentally capable in its environment, it does not mean neither the body nor the brain becomes a static, final product. In fact, puberty is a second phase of human development, completely different from the first. The body continues to grow, and the brain continues to learn. The methods for this, however, are different than in childhood. Here lies the difference between learning and acquisition and L1 and L2.

Though learning and acquisition are often used interchangeably, a notable difference exists when it is related to language learning and neuroplasticity. Acquisition refers to behaviour development in the critical and intense period. During this time, no prior neural frameworks exist, and any information is initial and readily processed through repetition. However, acquisition may only take place in the critical period, never after.

By contrast, learning refers to behaviour acquired after the critical period. This is because new changes or patterns must interact with already developed behaviour patterns. Learning, then, is a process of differentiation between these new behaviour goals and prior behaviour frameworks. This can be a challenge, as often these goals directly challenge deeply fixed patterns learned through a different process. These challenges arise when the behaviour to be learned and the acquired behaviour serve the same function.

Language is also behaviour. When children acquire language initially, it is through extensive experience and repetition and without a thought of any basic theory. Children have absolutely no experience of language before they acquire it. This is true for both L1 and L2 acquisition. The two languages are completely independent behaviour patterns, but doing the same roles. They are acquired using the same neural process.

Language learning, by contrast, involves integrating another language into a predefined mental framework. The learner's mind has experience with L1, and may have higher-level knowledge of L1 through education. Any second language learning must develop an equal framework that responds to different linguistic inputs and outputs. This is a big task, but not an impossible one.

Studies in neuroplasticity can be used as a tool to identify the techniques of efficient language acquisition. The present era is one of changing innovation with respect to non-invasive measurement and mapping of the human brain. These brain mapping techniques help us show how brain responds to experience and new learning. Common brain mapping tools like Positron Emission Tomography scans (PETs) and functional Magnetic Resonance Imaging (fMRIs) measure the change in blood flow in relation to neural activity in the brain or spinal cord. fMRI's are the preferred method because they don't have the risk of radiation, unlike PETs. Evaluating language has been a long-standing application in fMRIs. The pattern used during the fMRI enables the person to undergo a mental process, so as to activate the language networks, such as expression (in word/verb generation), or understand grammatical arrangement of words in a sentence (syntax), or the meaning of a word/phrase (semantics), or the rhythmic aspect, stress/intonation in language (prosody), depending upon the pattern used. By analysing the strength and direction of the connections between specific regions of the brain that become active in learning, fMRI's provide with ways of making language learning efficient. With these tools, neurobiologists can see what parts of a person's brain are active when they are reading, writing, speaking, and listening.

Each language learning processes are dealt by various areas of brain. While learning a second language, grey matter density in the brain can increase in the left hemisphere of brain, which is dominant in giving major contributions and learning language. These kinds of insights and findings in neuroscience can be used in the area of Second Language Acquisition (SLA) in order to provide better outcome in language learning.

The method used by many educational institutions as well as individual and computer-based methods, to teach second language relies on research done in the late 1900s. The current knowledge of neuroplasticity challenges old researches and finding of teaching- learning methods. L2 learners require additional information to take advantage of their new mental abilities.

Adult second language learners must rely on declarative memory or overt knowledge to compensate for what infants can acquire effortlessly. They can apply cognitive thinking to assign and make sense of grammatical structures. The human brain undergoes cognitive adaptation to accommodate the second language by recruiting existing regions used for the first language. For L2 learners, when learning occurs over time, communication between neurons is facilitated. This implies that less input is required to activate established connections. The brain learns how to differentiate the sounds of the L2 that correspond to the correct words. Neural connections in turn reflect this learning process and create paths that associate a visual image with the sound of the word. In early stages of learning, these neural circuits are weak or incomplete. As exposure is repeated, less input is needed to activate the entire neural network. Eventually, activation and recognition are nearly automatic.

Second language learning can be enhanced by certain ways. Mind can neurologically acquire language through repetition, selective attention, and focus. Selective attention can strengthen neural processing. Neurons connect more actively when engaged in paying attention to a particular task. Attention can shape brain activity by increasing or decreasing the rate at which particular sets of synapses connect. Attention combined with negotiation is the crucial element in the process of learning a language. As we pay attention to certain things, our brains

and neurons become active and strengthened, and this increases our knowledge and awareness. Therefore attention is an important element in neuroplasticity as it causes a set of synapses to grow stronger. Fluency building tasks help students increase their ability to speak the target language. Speaking more fluently can only be developed through practice. Fluency and using language can create stronger synaptic states within the brain, which is instrumental to learning. Students actively using the language in the classroom will have their synaptic states more active, thus prepared to give language output. In this way, practice is critical to put newly acquired language into our short-term memory, and through strengthening synapses, into our long-term memory.

Communicative approach is also a good way to learn second language in the light of neuroplasticity theories. When students do pair work exercises, they are using the communicative approach to learn languages. In this approach they focus on practicing the language by communicating in the target language with others. Students involve in meaning-focused communicative tasks. The approaches like task-based learning, content- based instruction, etc. Have the belief that interaction promotes acquisition. Interaction heightens learners' awareness of what is missing in their developing systems. It pushes them into being more active with their input processing.

The emerging field of neuroplasticity is very much applicable to studies regarding Second Language Acquisition. Both the areas can be connected to bring an interdisciplinary approach. By applying the studies in neuroplasticity to second language learning, the difficulty associated with learning a new language at any time period or age can be alleviated. It is through identifying better teaching and learning methods that would make language learning faster. By encouraging active participation, selective attention, communicative approach, and giving out language learning exercises to strengthen neural pathways, we can implement this interdisciplinary awareness into our own teaching.

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AN UNDERSTANDING ON LANGUAGE LEARNING AND DEVELOPMENT IN EARLY CHILDHOOD

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Abstract

It is the most powerful behavior in which human being share feelings, knowledge and thoughts is through oral language; from very early child show interest in faces and sounds and follow their own voices. The period between 2 to 3 years is marked by advances in communication and language, co-operation and social capability, and thinking and memory. Children's growth can be supported by adults through sharing and inspiring children's stories, inspired games, storytelling, teaching of early literacy skills and support to play imaginatively with other children, allowing children to take the lead and providing organization or guidance when needed. Throughout their first years, children learn best through playful interactions, rather than formal activities. This paper aims to help know the close link between learning to talk and learning to read, their significance in children's academic growth, the learning mechanisms concerned and the external factors that influence them.

Keywords: *behavior, very early child, communication, early literacy skills, formal activities*

Introduction

A child's knowledge previous to Kindergarten entry, starting on the day he or she is born, build the foundation for all future learning, both in school and away from. During the first 3 years of life, a child's brain is double as energetic as adult brain. Most connections among brain cells are shaped during these first 3 years. Children make vast increase in development—socially, emotionally, physically, linguistically and cognitively at a speed earlier than any other period in their lives. They begin to develop their approaches to learning which make easy learning in each developmental area, as well as language. Their language, culture, relations to the community, approaches to learning support healthy social, emotional, and personality development.

Language is critical to young children's growth; it is the essential key for learning, for communicating and building relationships with others as well as for facilitates children to make intelligence of the world around them. Our role in developing and encouraging language gaining in children is therefore of the greatest significance. However, it is not exclusively the area of those working with young children, as it is also a concern of parents, careers, families and even policymakers. There is a need for practitioners to distribute knowledge and good to apply to these stakeholders. Those educating young children should be well trained, but also knowledgeable and well educated about their position. The ability to reflect on and assess professional role and its practical application when working with young children is basically. You need to develop and establish a professional knowledge base that accounts for both professional and practical knowledge. Knowledge and articulation about how young children acquire language and develop into competent thinkers and language users is key to good practice.

Role of the Language Learning

Present science of reading growth focuses more largely than on teaching children to read the real words on a page. Young children's development involves a back-and-forth process of social connections with knowledgeable others in their surroundings (Vygotsky, 1978, 1986; Bruner, 1978), and research has focused on the language of these connections, examining how children's linguistic knowledge influence feature of their development over time, including their literacy development. The daily talk to which children are exposed and in which they contribute is essential for developing their minds—a key ingredient for building their knowledge of the world and their understanding of concepts and ideas. In turn, this conceptual knowledge is a foundation stone of reading success.

The number of the research on early linguistic understanding has studied language input in the home surroundings, demonstrating the features of caregivers (usually the mother's) speech that encourage language development among young children. The evidence build up emphasizes the importance of the number of communicative input as well as the value of that input, as calculated by the diversity of words and syntactic arrangement used. Because children's language development is sensitive to these inputs, variability in children's language-based interactions in the home environment explains some of the variance in their language development.

Child (Birth-12 Months)

One of the most influential ways in which humans share feeling, experience and thoughts is through oral language; from very early on infants show attention in faces and sounds and follow their own voices. Caregivers who are responsive to the 'tunes and rhythms' of a baby are able to join in with her expressions and vocalizations. These intimate conversations lay the foundations for developing language skills. They provide children with opportunities to extend their range of vocalizations, experiment with an extending range of words and learn about the rules of conversation, which include turn taking, sensitive timing, responsiveness to others' behavior and facial expressions, and an ability to listen and respond.

Toddlers (1-3 years)

The period between 24 and 36 months (2-3 years) is marked by advances in communication and language, co-operation and social skill, and thinking and memory. Children's development can be supported by adults through distribution and enriching children's narratives, creative games, storytelling, teaching of early literacy skills and support to play creatively with other children, allowing children to take the lead and providing structure or guidance when needed. Throughout their first years, children learn best through playful communications, rather than formal activities.

Young children (3 and 4 year)

Young children have growing ability for language and inquiry, increasing ability to understand another point of view, and are developing interests in representation and symbols, such as pictures, numbers and words. An early childhood programme for young children should provide a rich bank of experiences from which the children can learn to make sense of their world and the world around them. Children in this older age group are still likely to swing back

and forth in development, depending on their moods and the context, but they have a growing capacity for coping with unpredictability and change, especially if they are anchored by emotional support, respect, and acceptance. The children's increasing abilities to plan and monitor their activities are evident in their developing awareness of themselves as learners.

5 Years of Age

All students who enter the school surroundings need to learn about a diversity of gathering and routines of talking and listening (discourses) in a situation that is strange to most of them. Students' oral languages get better through practice, that is, when students talk regularly for different reason and with different partners. Classroom talk is usually heading for towards a goal. To be effectual, the teacher and students must know why the conversation is being held and what the desired outcome should be. Students are likely to engage in such talk in a classroom climate that values diversity of students' cultural experiences and language expertise.

Bilingual Language Learning

According to our modeling, bilingual language learners would be expected to follow the same principles as monolingual learners—both computational and social aspect influence the period of gracefulness. However, we argue that this process might result in a developmental transition that occurs at a later point in time for bilingual infants than for monolingual infants learning either language. We have argued that infants learning two first languages simultaneously would remain "open" to experience for a longer period of time because they are mapping language input in two forms, each with distinct statistical distributions.

Social experience often links the statistical distributions for particular languages to individual social partners, and thus perhaps assists infants in separating the statistics of one language from another. If this reasoning is correct, a longer period of time may be required to begin to close the critical period in bilinguals because infants must receive sufficient data from both languages to reach distributional stability. This in turn depends on factors such as the number of people in the infant's environment producing the two languages in speech directed toward the child, and the amount of input each speaker in the infant's environment provides. It would be highly adaptive for bilingual infants to remain perceptually "open" for a longer period of time. Social interaction would play a role as well, in that people in the bilingual child's home often speak in their preferred language.

Early Language Expect Afterward Language Skills

Early language learning is a complex process. Our working hypothesis is the following: Infants computational skills, modulated by social communication, open a window of increased smoothness at about eight months of life. Between eight and ten months monolingual infants will show an enhancement in native language phonetic observation, reduce in nonnative phonetic perception, and remain open to phonetic learning from a new language that can be induced by social experience with a speaker of that.

Some studies to determine whether the variability experimental in measures of early phonetic learning predicted children's language skills measured at later points in development. They known that it was possible that the variability they observed was simply "noise," in other

words, random variation in a child's skill on the particular day that they measured that child in the laboratory. They were therefore pleased when our first studies demonstrated that infants' discrimination of two simple vowels at 6 months of age was significantly correlated with their language skills at 13, 16, and 24 months of age (Tsao, Liu, and Kuhl, 2004). Later studies confirmed the connection between early speech perception and later language skills using both brain and behavioral measures on monolingual infants, and with bilingual infants using brain measures.

Challenges in Language Learning

The bi/multilingual language learning facing some key challenges:

- A multiplicity of languages in the community may exacerbate the challenge of providing mother tongue schooling for all children.
- People may disagree about which one of several different trade languages should be taught as the 'majority' language.
- Making acceptance of mother tongue instruction difficult to win and creating reluctance among mother tongue learners to use and demonstrate proficiency in the language.
- Appropriately trained teachers may be in short supply, and there may be few speakers of the language who are skillful for academic teaching who can be engage to teach.
- Lack of incentives for teachers.
- Educational resources in the language may be lacking.
- New terminology for modern academic discourse may need to be developed.

The difficulty of implementing mother tongue based bi/multilingual programmes in the early years is a circular one. As long as there is a lack of political will to create and implement a policy allowing these programmes, the human resource capacity, curriculum and learning resources, and popular demand for these programmes will be lacking. The key step of formulating a national policy allowing mother tongue based bi/multilingual programmes and the implementation process for that policy will set in motion the gradual development of capacity, and resources as the languages are used in family centred programmes, early childhood development programmes, pre-primary, and throughout primary schools.

Conclusion

Pressure from parents to have their children taught in international languages for perceived economic gains is perhaps the greatest factor undermining the will of policy makers to push for mother tongue based bi/multilingual education. As long as children's first languages are not promoted in parent education and support programmes and in learning curricula and materials for young children, many parents will understandably persist with their perception that their home languages are not suited to contemporary economic, technological and educational processes, and they will not give priority to their home language as the primary language in raising their children to be ready for school and for life. Normally-endowed children need only to experience conversational interaction in order to acquire language. Many children, however, may not experience enough conversational interaction to maximize their language development. Parents should be encouraged to treat their young children as conversational partners from infancy. Educators and policy makers should realize that children's language skills reflect not only their cognitive abilities but also the opportunities to hear and use language their environments have provided.

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LANGUAGE TESTING AND ASSESSMENT

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Abstract
In this study investigate about Language Testing and Assessment. Inform people about their progress in learning. The evaluation or judgments of "the worth of one's strength and weaknesses with a view to improving one's learning outcome. Testing is certainly not the only way to assess students, but there are many good reasons for including a test in your language course.

Introduction

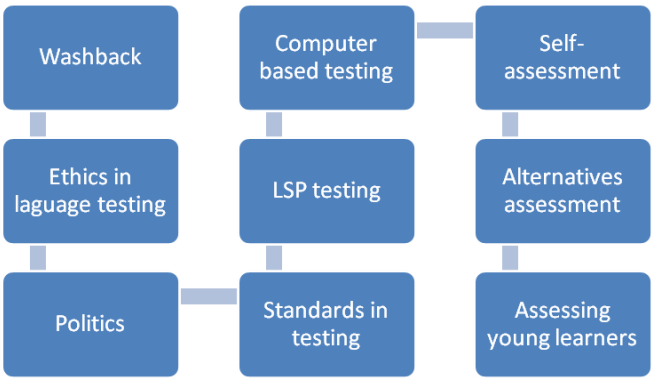
"Words are not the sunlight
After the dark night or terrible tempest of grief."
(Elizabeth Jennings, Justice)

- Language has always been a constant subject in literary discourses and many writers have reflected on both the power and limitation of language.
- Literature about language is often made of texts which explore the nature of communication and, in particular, the difficulties of communication. In such text language comes increasingly to be understood as problem.

Language Testing and Assessment

"Language Testing is the practice and study of evaluating the proficiency of an individual in using a particular language effectively."

The **assessment** may include listening, speaking, reading, writing, an integration of two or more of these skills, or other constructs of **language** ability.



- **Wash back**
  Tests can have positive and negative effects, or washback. Positive washback refers to expected test effects. For example, a test may encourage students to study more or may promote a connection between standards and instruction. Negative washback refers to the unexpected, harmful consequences of a test.
- **Ethics in language testing**
  Messick (1994) argues that all testing involves making value judgements, and therefore language testing is open to a critical discussion of whose values are being represented and served; this in turn leads to a consideration of ethical conduct.

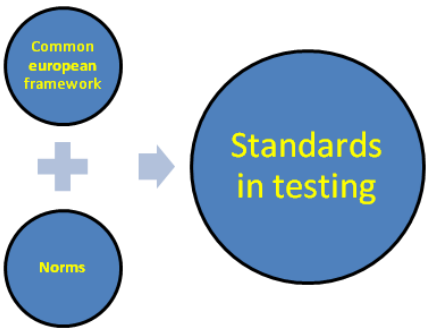
The International Language Testing Association (ILTA) has recently developed a code of ethics, which is set of principles which draws upon moral philosophy and strives to guide good professional conduct.

The code is therefore clear; testers must follow ethical practices and have a moral responsibility to do so.

- **Politics:**

  Test are frequently used as instrument of educational policy, they can be very powerful-as attested by Shohamy (2001). Politics can be defined as action, or activities, to achieve power of to use power, and as beliefs about government, attitudes to power, and to the use of power.

- **Standards in testing**



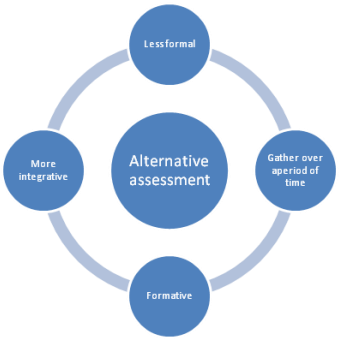
  - Attempt to define good practice.
  - Alderson, Clapham & Wall define "standards" as :
  - "An agreed set of guideline which should be consulted and, as far as possible, heeded in the construction and evaluation of a test (Blyth v Birmingham Waterworks company, 1995:2)
  - Can holistic standards we apply to all tests?
  - What ideals should they describe?
  - How prescriptive should they be?

- **LSP testing**
  - Test content and test method are derived are analysis of specific language use situation.
  - LSP test are usually contrast with general purpose language test with purpose is defined as in TOEFL
  - Tests are not either general purpose or were specific purpose; all tests are developed for specific purpose, there is continuum specificity from very general to very specific.
  - In terms of quality of good testing practice, LSP tests are the same as other type of language test.
- **Computer based testing:**
  - Computer-based testing has witnessed rabid growth in the past decade and computers are now used to deliver language test in many settings
  - Computers can be used at all stages in the test development and administration process

- **Self assessment**

  Introduction of self-assessment is rightly seen as one of the pillar of learner autonomy. One of the fundamental elements of self directed language learning is the opportunity for learners to assess their own progress and thus helps them to focus their own learning.

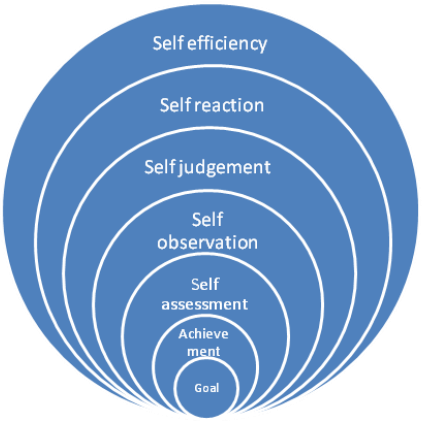
- **Alternative assessment**



It is usually taken to mean assessment procedures which are less formal than traditional testing, which are gathered over a period of time rather than being taken at one point in time which are usually formative.

  - Procedures may be time consuming and not very.
  - McNamara (1998) makes the point that alternative.
  - Assessment procedures are often developed in an.
  - Attempt to make testing and assessment.
- **Assessing young learners:**
  - Students attending to the first seven years of formal schooling aged (5-13).
  - Foreign language learning: Learning a language that is rarely heard outside the classroom.
  - Second language learning: learning a language to communicate in a country where the majority of people speak it since birth.
  - It is important to take into account the stage of development for appropriate assessment.
  - Assessment should take place in quiet setting.
  - Assessment through team games.

How Self-Assessment contributes a Students



Conclusion

The above methods have strengths and limitations and that tests have an important function for both students and teachers. By trying to limit the negative effects of tests we can try to ensure that they are as effective as possible. Choosing a combination of methods of assessment is the fairest and most logical approach. That the tests should be the only criteria for assessment, but that they are one of many tools that we can use.

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APPLICATION OF MACHINE LEARNING TECHNIQUES IN EDUCATION

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Introduction

We are entering into the world which is slowly changing old technologies into new Data driven technologies. Over Ninety percent of the Data that are available today are collected in the past two years. As per IBM, the amount of Data generated in a single day is 2.5 quintillion bytes (roughly equals to 2,500,000 TB). With the availability of vast amount of data, the Data analytics techniques has become more efficient, more accurate and more applicable. The education sector in the past has seen the usage of new computer techniques to make teaching more efficient. Some have succeeded and some have failed. The Machine Learning techniques also has the capability to make teaching and learning process more efficient and effective for the reason it has wide amount of Data to back it up.

Machine Learning

Machine Learning is a branch of Artificial Intelligence that enables system, the ability to learn from their experience and improve automatically without being explicitly programmed. To put it simply, it is the process of making a Machine to Learn on its own. The basic concept is to enable the system to learn from the data, analyze and predict future output. The availability of Data is crucial in the Machine Learning process.

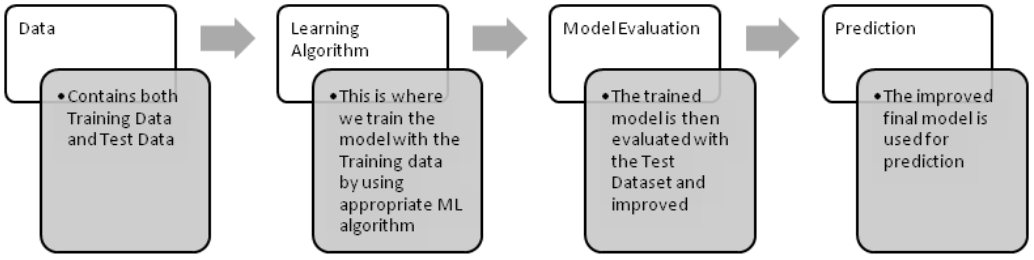
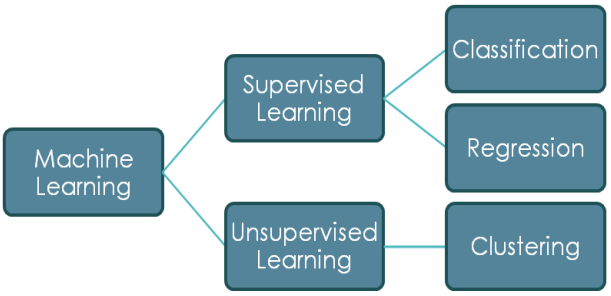


Fig1: Basic process involved in Machine Learning

The process involved in Machine Learning technique is illustrated in Fig1. Based on the methods available and kind of Data available, The Machine Learning can be classified into two broad categories. Supervised and Unsupervised Learning

Supervised Learning: The model is trained with Data which has both Input and Output and then used for prediction



Unsupervised Learning: The model is trained with input data alone which could be used to discover any pattern or internal representation. There is also reinforcement learning where environment, learning agent and action are involved. It is the process of finding suitable actions that have to be taken in a given situation to maximize the reward.

Machine Learning Techniques in Education

Machine Learning techniques has various applicability in education sector. Few areas that the techniques can be applied are as follows.

1. Learning Analytics

Machine Learning can be applied to track the student records, their goals, their present and past performance and could decide their predictive learning path and could use adaptive learning to recommend courses and also to decide whether the student need some reinforcement courses to achieve their goals. Adaptive Learning could be made easy and available with the use of Machine Learning techniques and could make the teaching and learning process more efficient and effective since each student has different learning capability. Few examples of Learning Analytics softwares are Aleks, Knewton.

2. Content Analytics

With the availability of vast amount of journal, research papers it is cumbersome to organize all the available materials based on their content and relevant field and make it easily available for the people who are in need of it. Machine Learning techniques can be applied to classify and organize all the materials by analyzing its content and identify its field and organize accordingly so that people can easily search and access the material. It is also used to maximize the effectiveness by optimizing the content for the learners and teachers. IBM Watson is one of the Machine Learning tool that is being used for Content Analytics.

3. Grading

Machine Learning techniques can be used to analyze the assignment or materials and could determine how much of it is relevant to the expected answers and also could detect plagiarism and could grade accordingly thus minimizing the effort of teachers for assessment. Turnitin's Lightside is one such tool used for grading

4. Automating repetitive tasks

Machine Learning techniques could be used to automate repetitive tasks such as collecting and grading assignments, attendance thus by making more time available for the teacher

5. Student Retention

Machine Learning techniques could be used to identify the students who are dropping out due to lack of scholarship and could detect whether they are highly suitable for completing the course, if provided scholarship and could make recommendations to the school administration accordingly. Thus it can be used to increase the retention

Merits and Demerits

The application of Machine Learning techniques has both merits and demerits.

Machine Learning could make teaching and learning more efficient and effective by applying appropriate learning analytics. It could reduce the work load of teachers and could save their time thus it can enable more teacher student interactions. It could make student to choose and learn appropriate courses to meet their course by plotting predictive learning path.

Machine Learning techniques depends on Data. If there is not sufficient amount of data available or if there are wrong data available, then we could end up with making wrong or invalid predictions. Machine Learning techniques requires a stable and prominent Data collection methodology which requires a good infrastructure for Data collection and storing. Hence it could be costly to implement.

Conclusion

The basic question many experts suggest to ask ourselves before starting a project involving Artificial Intelligence is whether "we should do it?". When there is lack of basic infrastructure prevailing in most of our schools where there is lack of good roofing and lack of chairs and benches available to our students and with poor teachers and students ratio, the question arises whether is it the need of the hour? The Machine Learning techniques can be applied in universities and college level to enhance the student, teacher capabilities as of now.

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LANGUAGE DEVELOPMENT AND STUDENTS ACHIEVEMENT OPPORTUNITIES AND CHALLENGES IN EDUCATIONAL SYSTEM

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Introduction

A major feature that distinguishes the human beings from animals is their ability to use vocal speech as a means of communication. Language development is a process starting easily in human life. Infants start without knowing language. Sometimes the words speech and communication are used as if they meant the same thing. Speech is the most important form of communication.

Yet by 10 months, babies can distinguish speech sounds and engage in babbling. Some research has shown that the earliest learning begins in utero when the fetus starts to recognize the sounds and speech patterns of its mother's voice and differentiate them from others sounds after birth. According to a general principle of developments of development, new forms they take over old functions. So that children learn words to express the same communicative functions they had already expressed by proverbial means.

Sequence of Language Development

The sounds, words and sentences are the stages in language development. First cry or sound uttered by a child is its cry of birth. Crying, babbling and gestures are all important forms of 'pre-speech' communication. The mother starts talking to the child right from the moment of birth. She converses when she changes the clothes of the infant. She converses when she feeds the infant. She converses when she bathes him. In this way, the sound making behaviour is reinforced. It is pleasant for the parents to listen the sounds made by the infant. It becomes a rewarding experience for the child.

Increase in the Size of Vocabulary in Relation to Age

Studies show that the first word by the child is uttered about one year of age (10 months). There may be delay in speech when children receive little reinforcement. The comprehension and speech depend on a number of factors, particularly the socio-economic background and parental education. Verbal interaction between parents and children is less in the lower class homes. The educated middle-class parent stimulates his child linguistically by reading to him or discussing events with him.

By one year, the child knows about 3 words; by two years he knows nearly 300 words, by three years he knows nearly 1,000 words and by five years he knows 2,000 words.
A study conducted by Smith (1926) revealed the following

Years	Months	Number of Words Acquired by the Child
0	8	0
0	10	1
1	0	3
1	3	19
1	6	22
1	9	118
2	0	272
2	6	446
3	0	896
3	6	1,222
4	0	1,540
4	6	1,870
5	0	2,072
5	6	2,289
6	0	2,562

Factors Influencing Language Development

Following are the important factors affecting the development of language:

- Imitation of the language of parents, other adults and teachers.
- Cultural factors
- Environmental factors
- Degree of maturity
- Level of intelligence
- Physical conditions
- Number of children in the family
- Socio-economic status of the family
- Child's emotional development
- Teacher's language competence

Teacher-The Architect of Student's Language Development

All teachers engaged in the teaching work in general and the language teachers in particular greatly influence the language development of children. This is all the more important at the pre-school and elementary stages. The most important point to be noted is that their form of communication is correct and simple. They should speak very clearly and in a modulated voice. Their pronunciation should be very distinct and free from faults. They should connect meaning when they use new words. In the earlier stages concrete objects and charts, etc. may be used. A balanced and judicious repetition strengthens learning.

Guidelines for Improving Young Children's Comprehension

- Short sentences should be used.
- Whenever a new word is spoken, it must be explained properly.
- Facial expressions and gesture, may be used to explain words and sentences.
- It should be kept in view that the speech children hear daily is correct so that they have a good model to imitate.
- Children should be asked to question to make sure that they understand.

- Audio-visual aids may be used to develop children's comprehension.
- Children should be encouraged to speak in front of adults.
- Teachers should be helpful and pleasant when correcting errors.
- Children should be encouraged to listen carefully.
- The teachers should talk to children about a wide range of interesting topics, partly to encourage listening and partly to add to their general knowledge of things to think about and talk about.
- The teachers should not wait for a child to outgrow poor speech. The more the child does it, the sooner he will develop bad habits.

Activities for Understanding Spoken and Written Language

- Providing opportunities to children for free conversation among themselves and between the teacher.
- Providing opportunities for listening to the recorded programmes of songs, stories, dramas, etc.
- Providing opportunities for participation in storytelling, dramatisation etc.
- Providing opportunities for recitation of nursery rhymes and singing of songs.
- Providingopportunities to children to associate sounds with appropriate pictures of trees, birds, animals, objects, etc.
- Making use of story telling for promoting language development.
- Preparing a list of difficult words involving similar syllables or coir sonant clusters and helping children to correct pronunciation.
- Asking children to practice the repeated usage in different situations.
- Providingopportunities to children with songs and choruses, dances and music to enchant them.
- Providing opportunities to children to listen to other media like radio.
- Providing opportunities to children to read pictures.
- Asking children to find out small differences in the two or more similar pictures.
- Asking children to name the particular action in the pictures, e.g., whether an animal is standing, sitting, running etc.
- Presenting suitable aids and materials for identification, discrimination, and to develop reading readiness of children.

Activities for Development of Readiness for Writing

The process of writing implies finer muscular coordination. It implies the development of small muscle control, eye span and then eye-hand coordination so that children are able to use their physical skills in written expression.

Introduction of activities pertaining to drawing of straight lines and curves to facilitate the skill of writing at a later stage is very helpful.

Art activities like easel painting, finer painting, crayoning, sand writing, clay modeling, tracing, cutting and pasting of various shapes should be introduced. Tracing equipment in Montessori apparatus should be made use of developing writing readiness.

Conclusion

The existence of a strong relationship between spoken language skills and subsequent reading and behavior development is generally supported in the literature. The basis of the relationship between early spoken language and later reading development is generally thought to be casual in nature. Such that spoken language skills are fundamental precursors to later successful reading. This influence of language on reading primarily involves two aspects of languages ability – phonological processing and listening comprehension. Students with limitation in phonological process are at risk for easily decoding problems, which can then lead to problems of reading comprehension. Students with problems of listening comprehension problems even if they can decode words. The basis of the relationship between spoken language and later behavior problems is less clear. The behaviour problems may arise from the spoken and written communication demands of the class room. This communication failure serves as a stressor and behaviour problems are maladaptive responses to this stressor alternatively, the spoken and written language impairment may have a shared understanding etiology with the behaviour problems.

Implications

The evidence is compelling that a foundation in spoken language competence is important for the successful achievement of academic and social competence. Children with poor language skills who are therefore at risk for reading and psychological problems can be identified efficiently at school entry. Interventions are available for promoting language growth and in particular numerous programmes exist that are designed to promote the development of phonological processing skills, like wise, listening comprehension can be improved in the early school years. These methods focus on strengthening language skills, additionally intervention efforts need to consider approaches that provide adapted and supportive educational environments for these children to reduce the potential stressors that may result in maladaptive behaviours. In the future focusing on the partials mechanisms that produce this complex of spoken, written and behavior problems are also needed. Class room based studies of how children respond to communication demands and failure would be particularly relevant.

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LANGUAGE AND SOCIOCULTURAL ADJUSTMENT: NON-NATIVE TAMILIANS IN TAMIL NADU, INDIA

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Abstract

From an evolutionary standpoint, the human species is both social and cooperative. Communication among members is key to the success of a group. With time, several ethnocultural groups have emerged, each unique and more distinct from the other making language an integral part of the individual identities of the group. India is a hotbed for cultural diversity. Every state, every region is vastly different and more unique to the next. This study focuses on the socio-cultural adjustment of non-native Tamilian in Tamil Nadu. A comparison of adjustment is drawn between subjects who know to speak the regional language to those who do not. A sample size of 60 was studied, half of whom know Tamil and the other half do not know Tamil. The subjects are all professionals between the ages of 22 and 50 years. Both men and women form a part of the sample studied. The results obtained were that people who could speak the language had a positive association with their socio-cultural adjustment than those who do not. Personal interest and community involvement was high among the subjects who could speak the language however no significant difference was seen in work performance. Naturally, people with the ability to speak the language had better interpersonal communication. The positive association was strongest for interaction adjustment.

"With languages, you are at home anywhere."

– Edward De Waal

From an evolutionary standpoint, the human species is both social and cooperative. Communication among members is key to the success of a group. Among the many aspects which differentiate us as a species, is our capability to use language and symbols which have changed over time. Language is as unique as the people who speak it. This has slowly changed the world as we know it shaping ideas, communities, cultures and as a species, given the greatest diversity among any others on earth. With time, several ethno cultural groups have emerged, each unique and more distinct from the other making language an integral part of the individual identities of the group.

India has long been the seat of ancient culture and language. In India alone, an estimated 454 languages are spoken making it the fourth highest in the world. (CIA, 2005). Traveling in India has often been termed as 'exciting' as every few hundred kilometers; the cultural experience is vivid and varied from the previous one.

Tamil Nadu is an Indian state in the southern part of India. It has an ancient history dating back almost 6000 years. It is theorized that the Dravidians who made up this region

were the settlers of the Indus Valley civilization and moved south after the advent of the Aryans. (Prabhakaran) The documented origins of Tamil as a language date back to a 300BC but its origins may be as old as 2500BC. Today, over 78 million people speak Tamil, making it the longest surviving language. (Seven oldest languages in the world that are still in use, 2016)

Modern Tamil society and culture have its own unique nuances. Everyday communication is in the local language of Tamil and is preferred by the government and the people alike. Native Tamilians are proud of their heritage and staying true to their language is one of the many ways of displaying it. Also, Tamil Nadu is one of the states in India where people are only getting accustomed to Hindi and hence speaking ability of the locals still remains quite low.

Traveling and living for extended periods of time in a new place for work or leisure has become a common scenario today. Hence, many non-native Tamilians are seen living in Tamil Nadu, not just in its capital city Chennai but other cities and towns as well. Owing to the heavy influence of the Tamil language on the life and culture of the native people of Tamil Nadu, this study is undertaken to understand the adjustment required by the people who have traveled to Tamil Nadu and staying here for an extended period of time. A comparison of the social and cultural adjustment is drawn between the non-native who can speak the language Tamil and those non-natives who cannot speak Tamil.

Hypotheses

1. The ability to speak the local language Tamil is positively associated with the socio-cultural adjustment of non-native Tamilians in Tamil Nadu, India.
2. The inability to speak the local language Tamil is negatively associated with the socio-cultural adjustment of non-native Tamilians in Tamil Nadu, India.
3. The socio-cultural adjustment of non-Tamilians who can speak the local language Tamil is higher than those who cannot speak Tamil, in Tamil Nadu, India.

Method

Sample

The subjects chosen for the study were non-native Tamilians who have been living in Tamil Nadu for over a period of 10 months. The participants are between the ages of 22 and 50 years and included both men and women, although the number of men is not the same as the number of women who participated. A sample of size 60 was chosen for this study. Among them, 30 participants were able to speak the local language Tamil and 30 participants were unable to speak Tamil.

Sampling Technique – purposive sampling

Tools Used

Revised Socio-Cultural Adaptation Scale (SCAS-R)

By Wilson, J. (2013) Victoria University of Wellington, New Zealand

The scale has 21 items and takes into account the trait of the individual to ascertain the socio cultural adjustment of the respondent. The scales takes into account moderator variables like psychological adjustment, cross cultural self efficacy, openness/flexibility, contact with host nationals, extraversion, language ability of the individual. To account for the socio cultural adaptation, it takes into account demographic, situational, psychological adjustment, and

individual differences. Test-retest and self-peer correlations have suggested good to excellent reliability, and construct validation studies of convergent and discriminate validity have confirmed the use of this scale. (Wilson, 2013)

The respondents may answer based on self evaluation of their competence. The scores range between 1 to 5 where 1 is 'not at all competent' and 5 is 'extremely competent'.

Method of Investigation

A questionnaire survey was administered to 60 non-native Tamilians in their work environment in Trichy, Tamil Nadu. The respondents of the survey have all been living in Tamil Nadu and having interactions with locals on a daily basis for over a period of 10 months. The questionnaire was given to them during their break time at work during late afternoon. The survey was administered once and the respondents were given no prior notice of such a survey. They were also not informed of the actual purpose of the survey to minimize respondent error and survey bias. The consent of the respondents was obtained and the survey was kept anonymous and no personal details were collected from the respondents. The survey was a self report of how the respondents viewed themselves.

Results

The data collected from the sample of 60 respondents is based on a 5 point scale. It is a self report survey where 1 is the lowest score and 5 is the highest score the respondents could give themselves for each item on the questionnaire.

Descriptive statistics for the data collected is as follows:

SCAS-R: non-native Tamilians who can speak Tamil

Statistic	Value
Mean	3.72
Standard Error	0.12
Median	3.90
Mode	3.90
Standard Deviation	0.14
Sample Variance	0.21
Range	0.81
Minimum	3.14
Maximum	3.95
Sum	111.71
Count	30.00

Among the respondents who are able to speak Tamil, the average score obtained is 3.72 which is a medium to high score. The data set shows relatively small standard error and standard deviation which indicates that the data collected from the respondents varies from each other to a small extent. Also the small range is further indicative of consistency of the data collected. A total of 30 respondents took this survey, all of whom satisfied the criteria required by the sample of this study.

SCAS-R: non-native Tamilians who cannot speak Tamil

Among the respondents who are unable to speak Tamil, the average score obtained is 1.81 which is a relatively low score. The data set shows very small standard error and standard deviation which indicates that the data collected from the respondents varies from each other to a very small extent. Also the small range is further indicative of consistency of the data collected. A total of 30 respondents took this survey, all of whom satisfied the criteria required by the sample of this study.

Statistic	Value
Mean	1.81
Standard Error	0.02
Median	1.79
Mode	1.76
Standard Deviation	0.08
Sample Variance	0.01
Range	0.38
Minimum	1.71
Maximum	2.10
Sum	54.33
Count	30.00

Data Analysis

Data collected from the sample which can speak Tamil

Anova: Single Factor						
Summary						
Groups	*Count*	*Sum*	*Average*	*Variance*		
Speaking Tamil	30	30	1	0		
SCAS-R	30	111.70	3.72	0.39		
Anova						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	111.27	1	111.27	559.38	1.79	4.00
Within Groups	11.53	58	0.198			
Total	122.81	59				

From the above analysis, it is clear that the association of socio cultural adjustment which stems from knowing the language, Tamil is relatively high. Based on this, the hypothesis can be accepted. Hence, the ability to speak the local language Tamil is positively associated with the socio-cultural adjustment of non-native Tamilians in Tamil Nadu, India.

Data collected from the sample which cannot speak Tamil

Anova: Single Factor

Summary

Groups	*Count*	*Sum*	*Average*	*Variance*
Non speaking Tamil: sample	0.00	0.00	1	0
score	30.00	54.33	1.81	0.01

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.00	1.00	0.00	0.00	1.00	4.20
Within Groups	0.21	28.00	0.01			
Total	0.21	29.00				

From the above analysis, it is evident that the association of socio cultural adjustment which stems from not knowing the language, Tamil is low. Based on this, the hypothesis can be accepted. Hence, the inability to speak the local language Tamil is negatively associated with the socio-cultural adjustment of non-native Tamilians in Tamil Nadu, India.

Analysis for both the data groups

t-Test: Paired Two Sample for Means		
	Tamil speaking	*non Tamil speaking*
Mean	3.72	1.81
Variance	0.40	0.01
Observations	30.00	30.00
Pearson Correlation	0.16	
Hypothesized Mean Difference	0.00	
df	29.00	
t Stat	16.83	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.70	

From the above analysis, the hypotheses may be accepted and hence the socio-cultural adjustment of non-Tamilians who can speak the local language Tamil is higher than those who cannot speak Tamil, in Tamil Nadu, India.

Discussion

Based on the data collected and the review of literature, we can conclude that knowing the language in a new location is crucial for the individual adjustment of the outsider. This is intensified based on the culture of the place (Bambi B. Schieffelin, 1986). The extent of localization of the outside individual is dependent to a large extent, on their particular and unique personality traits. (McCrae, 2006 Jul–Sep). Language plays a major role in adapting to the new environment and feeling at ease with oneself. Man has evolved to be social and cooperative (Dawkins, 1976); for all of which language is crucial. Language is the principal means whereby we conduct our social lives. (Kramsch, 1998)

The social life and adjustment of a person is aided if the individual can speak the language of the locals. This study also shows that knowing the local language enables the non-native member to feel more included. This increases the chances and the degree of socio-cultural adjustment. This factor also impacts the individual self-esteem and self concept of the individual (Dermitzaki I, Winter 2000). However, learning the language requires traits like motivation, openness, need to learn and adequate support and opportunities to practice and refine the newly acquired language. These aspects may be further explored in future research. The process will also help in cultural immersion of the non-native individual and enable the locals to be more accepting of the new member. He would become a member of the group and feel included. The social and cultural adjustment is much higher in individuals who know the language of their new location over those who are unfamiliar with it.

Conclusion

From the findings of the study we may conclude that non-native Tamilians who know the language Tamil have high socio-cultural adjustment in Tamil Nadu. However, the inability to speak the language in Tamil Nadu negatively impacts the socio-cultural adjustment of non-natives. In Tamil society, speakers identify themselves with their language and hence language becomes a form of cultural reality. This makes the ability to speak the language crucial to cultural immersion which impacts the daily life of the individual. The same is concluded by this study where people who know the language find it easier to adjust to their new environment and culture. By simply knowing the language of a new place, one may feel more welcome and find it easier to fit into the new place. Almost like a home away from home!

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LANGUAGE EXPRESSION OF PRESCHOOL AGED CHILDREN

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Introduction

Language plays an important role in every human's life. It will act as a tool for communication between to persons. Nearly 2 billion people speak English as the second language, which makes it as the second most- spoken language right after chines mandarin. It is easy to say that, it is a connective language.

English Language

The first English dictionary was written in 1755. About 4000 words are added to the dictionary every year. The two most common words in English are I and you. Over 80 % of the information stored on computers worldwide is in English. English is the official language of 67 countries. These are the some of the interesting facts about English language. But, now also so many peoples are troubling in their second language (English). What is the reason behind this? Why some children are not interested to learn the second language? What are the solutions of these problems of students? Let we see some answers for these types of questions.

Preschool Aged Children

When, a preschool aged child enters an environment where a second language is used, it is necessary for a child to adjust to such new situation. At this time, the child must realize that an entirely new language required with a new vocabulary, a new set of rules for grammar and morphology, and a new set of social conventions. Here, "sensory focus" plays a vital role among children. The realization and the resulting effort that must then be expanded to acquire the new language, present the child with both social and cognitive challenges. In this section we will discuss the general developmental sequence for young second language learners and then the factors that may influence that developmental sequence. In the past decade, a large number of non – English speaking immigrant families, many with young children, have arrived in countries such as the united states, Canada and Australia, where English is the primary language of schooling. As a result, many children in these countries are beginning school with little or no established proficiency in English. Successfully educating these children is now a major challenge for educators in these nations.

How the Child Will Express their Language

If they want anything, they don't know how to express in English language. There was some trouble to speak and explain it. In some school, I analyzed that, there is some teachers who doesn't have a proper education and their language skill is also worst. Because of this problem, the children didn't know that how to express their points.

Example

1. In school, a boy sometimes uses body gestures to represent his expressions.
2. If he finished any homework means he says that, I finished.

The Building Blocks Necessary to Develop Language

1. Respective language (understanding): Comprehension of language
2. Attention and concentration: Sustained effort, doing activities without distraction and being able to hold that effort long enough to get the task done.
3. Pre-language skill: The way in which we communicate without using word and include things such as gestures, facial expressions, imitation, joint attention and eye contact.
4. Play skills: Voluntary engagement in self –motivated activities that are normally associated with pleasure and enjoyment where the activities may be, but are not necessarily, goal oriented.
5. Pragmatics: The way language is used within social situation.
6. Motivation and desire to communicate with others.
7. Fine motor skills in order to be able to develop alternative forms of expressive language, such as singing, if verbal language not developing.

Purpose to Learn English Language

English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world shows that cross-border business communication is most often conducted in English. Its importance in the global market place therefore cannot be understood, learning English really can change your life.

Many of the world's top films, books and music are published and produced in English. Therefore by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding. Most of the content produced on the internet (50%) is in English. So knowing English will allow you access to an incredible amount of information which may not be otherwise available!

Although learning English can be challenging and time consuming, we can see that it is also very valuable to learn and can create many opportunities!. The English language center is not for profit organization. This means that all our profits are re-invested in the school, our purpose is to provide the highest possible quality in English language teaching at our schools in brighton and eastbourne.

Problems of the Children while using the Language

- They have difficulty naming items and objects.
- Use sentences that sound immature for their age.
- They are not be understood by unfamiliar peoples.
- Not link together words or uses sentences which are shorter than others of the same age.
- They have more difficulty to retelling a story.
- When describing or explaining something, they have difficulty to finding the right words.
- Have difficulty to writing the stories and paragraph.

They also have difficulties with,

- The child's actions, usually in relation to their environment.
- Participating in group or class discussions.
- Completing academic tasks.
- Social skills
- Writing stories (grammar)
- Reading and writing
- The smoothness or slow with which sounds, syllables, words and phrases are produced when talking.
- Hearing

Solutions for these Problems

- Teaching the child to interpret spoken and body language.
- Reinforcing the concept of "personal space".
- Training the art of conversation.
- Demonstrate the power of using "please" and "thank you".
- Teaching the child how to listen and follow the direction.

Disadvantage of Learning English Language

The main disadvantage of studying English is that it is difficult to learn. Spelling in English is a matter of memorization because of various words that sound one way and are spelled another. There are many words has the same or almost the same meaning, making in difficult at times to know which words to use. Words in a sentence can receive different stress to change the meaning of the sentence, which is not something that occurs commonly in other languages. Conjugating verbs is also a night more for English as a second language students learning how to speak English requires a commitment but there are many options for studying the language and increasing fluency.

Conclusion

In this chapter, we had seen about language expressions in preschool aged children and their problems and solutions in English language.

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LANGUAGE LEARNING AND DEVELOPMENT FOR HIGH SCHOOL STUDENTS

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Abstract
The paper is about analysis of language learning and development of high school students. Nowadays, the use of language became inevitable; which means it is one of the largest means of communication. The purpose and objectives are mainly to communicate but most of the students find difficult to speak fluently and also they didn't know how to speak. The most common reason remains with lack of teaching and learning in their beginning level. This study will find in-depth explorations of the complex processes of second language learning and development, both at home and in school it affects the language learning cognitive development. When language learning is systemised with all possible ways there will be a good improvement in cognitive understanding among all students.
Keywords: *language learning, communication, cognitive development.*

Introduction

Language is an important skill that allows a person to communicate. This communication development is beneficial for learning apart from our mother tongue. Language development is important to a child in order to adequately exchange information with others.

It supports your child's [students] ability to communicate, express and understand feelings. It also supports thinking, problem- solving, developing and maintaining relationships. Learning to understand, use and enjoy language is the critical first step in literacy and the basis for learning to read and write.

Importance of this LL & D

Understanding the importance of language development .Long before children[students] learn how to read words on a page, they develop and hone the skills needed understand how language works. Rapid growth occurs in the language centers of the brain during the early childhood years. As the purpose of other language is very important in colleges and universities level we must learn it. When a person persue his\her studies in abroad he/she must know an another language for surviving. There may be a chance of meeting issues in understanding the language while meeting or communicating with other language speaking students because of their different pronounciation. The students mostly fail to speak their language due to their very low cognitive level. Numerous students don't speak second language and the reason for their hesitation to communicate is very poor understanding, very less acquirement of skill such as learning, reading, writing, speaking **[LRWS]** and due to absence of gradual improvement.

Causes in this LL & D

The main cause for omitting/neglecting second language may be due to birth disorders and common disorders. The interest for learning second language is very little as the students fail to understand concept especially having issues to understand specific concept or may be due to improper attention and environment conditions. Language learning is being a barrier mainly because of way of approaching also. A delay in language skills can cause frustration for a child as well as miscommunication about what she may be trying to convey. ***Language Learning and Development (LL&D)*** serves as a vehicle for interaction among this community of scholars and practitioners who investigate language learning, including language learning in infancy, childhood, and across the lifespan. language in both typical and atypical populations and in both native- and second-language learning. ***LL&D*** welcomes scholars who pursue diverse approaches to understanding all aspects of language acquisition, including biological, social, and cross-cultural influences, and who employ experimental, observational, ethnographic, comparative and formal methods of investigation.

Understanding of this LL & D

It seeks to examine language development in all of its many guises. Among the many issues ***LL&D*** explores are biological versus environmental factors in language development, learning in humans versus animals, learning of signed versus spoken language, computer models of learning and how visualization of the brain inform our understanding of language learning and development. LL&D uses a single-blind review process.

For professionals working with children who are bilingual or learning a second language during early childhood, it can be difficult to determine whether typical language development or a disorder is present. This comprehensive resource on bilingual and second language acquisition can help. Research-based and accessible. ***Dual Language Development and Disorders*** dispels main myths about dual language development and answers key questions that might arise as speech-language pathologists and educators work with children and their parents. we will find in-depth explorations of the complex processes of bilingual and second language acquisition, both at home and in school. The question of whether dual language learning affects cognitive development; the debate over the **"best way"** to raise a child to be bilingual, the important but often misunderstood concept of code-mixing, the issues related to diagnosis of disorders, and factors involved in planning effective interventions.

Levels of this LL & D

Learning to talk is one of the most visible and important achievements of early childhood. New language tools mean new opportunities for social understanding, for learning about the world, for sharing experience, pleasures and needs. Then, in the first three years of school, children take another big step in language development as they learn to read. Although these two domains are distinct, they are also related. Early language skills have been linked to later successful reading. As well, pre-literacy and literacy activities can help further children language competencies in both the preschool years and later schooling. Children with poor listening and speaking skills are referred to as having language impairment. An estimated **8 to 12%** of preschool children and **12%** of children entering school in Canada and the U.S. have some form of language impairment. Studies also show that **25 to 90%** of children with language

impairment experience reading disorder, usually defined as poor reading achievement occurring after sufficient opportunity to learn to read. Reading disorder among school-aged children is estimated to be between **10 and 18%.**

When children have difficulty understanding others and expressing themselves, it is not surprising that psychosocial and emotional adjustment. Children with delayed or disordered language are therefore at increased risk for social, emotional and behavioural problems. As well, research shows that most children who have poor reading skills at the end of Grade One will continue to experience difficulties reading later on.

Early language interventions during infancy or the preschool years can have a significant impact on child outcomes. There are at least four general contexts in which language intervention can be provided. There are individual, small group, classroom and caregiver training. Four language-teaching strategies have been demonstrated to improve children's language abilities. These are pre-linguistic teaching, to help children make the transition from pre-intentional to intentional communication, which consists of specific techniques embedded within a child's ongoing activities and interactions, responsive interaction, which involves teaching caregivers to be highly responsive to the child's communication attempts, and direct teaching. It characterized by prompting, reinforcing and giving immediate feedback on grammar or vocabulary within highly structured sessions. In all cases, it is important to set the stage for language learning by creating opportunities for communication, following the child's lead, and building and establishing social routines.

Home Environment

In parent-administered language interventions, parents are trained by speech-language pathologists to become the primary intervention agents, learning how to facilitate their children's language development in daily. (This differs from parent involvement, in which children receive direct attention from the speech-language pathologist and parents play a secondary but supportive role.) Parent-administered interventions have yielded short-term developmental progress in communication and language skills in a wide range of preschool aged children with delayed or disordered language. However, little is known about the long term effects of this cost-effective intervention model.

High-intensity training is an intervention strategy that aims to increase the attention of children diagnosed with specific language impairment. Considering that attention deficit is associated with language impairment in young children, and especially boys, high-intensity training involving the parents and the child should be encouraged. Based on recent studies, this intervention has been found to improve both children's language proficiency and attention skills.

School Environment

Educators and policy-makers have often ignored preschoolers whose language seems to be lagging behind development in other areas, arguing that such children are **"just a bit late"** in talking. It suggests instead that language acquisition should be treated as an important barometer of success in complex integrative tasks. As we have just seen, whenever language **"fails"** other domains are implicated as well – as either causes or consequences. Indeed, major the studies have now demonstrated that children diagnosed with specific language disorders

(**i.e.** delays in language acquisition without sensorimotor impairment, affective disorder or retardation) are at high risk for academic failure and mental-health problems well into young adulthood. Fortunately, the research evidence also indicates that it is possible to accelerate language learning. Even though the child must be the one to create the language data, we can facilitate this learning by presenting language examples that are in accord with the child's perceptual, social and cognitive resources and learning goals that are in harmony with the common course of development.

Learning to read is the central achievement of early elementary schooling. Children bring with them experiences, knowledge and skills that facilitate their acquisition of efficient and accurate reading skills. The view adopted here is that children will spend their first three years of school learning to read, and then will start using reading to learn. Moreover, accurate comprehension of written texts presupposes that children can read individual words effortlessly. Early educators will want to understand what skills children need to ensure successful learning in grades one, two and three. This report will focus on early language skills that have been linked to efficient word reading and reading comprehension, namely children's awareness of the spoken language and their vocabulary. In addition, the report will present some of the limited evidence showing that the degree to which children learn to read successfully is linked to their self-concepts.

Social Factors

Social-policy initiatives should focus on early identification with a speech pathologist, comprehensive assessments and providing highly responsive environments early on. As well, appropriate training and continuing education should be provided to everyone who works with children and their families, such as speech-language pathologists, early interventionists, early childhood educators and child-care providers. Yet there are still several barriers to overcome. These include developing more sensitive screening measures to identify the various kinds of impairments, achieving consensus on case definition, and enhancing parent recognition of children's potential problems and the need to seek help.

The acquisition of language is one of the more remarkable achievements of early childhood. By age **5**, children essentially master the sound system and grammar of their language and acquire a vocabulary of thousands of words. This report describes the major milestones of language development that typically-developing, monolingual children achieve in their first 5 years of life and the mechanisms that have been proposed to explain these achievement.

Young children's language skills are important to their interpersonal and academic success. It is therefore crucial to have descriptions of normative development that allow identification of children with language impairment and to have an understanding of the mechanisms of language acquisition that can provide a basis for optimizing all children's development.

It is one of the most visible and important achievements of early childhood. In a matter of months, and without explicit teaching, toddlers move from hesitant single words to fluent sentences, and from a small vocabulary to one that is growing by six new words a day. New language tools mean new opportunities for social understanding, for learning about the world, and for sharing experiences, pleasures and needs.

Language development is even more impressive when we consider the nature of what is learned. It may seem that children merely need to remember what they hear and repeat it at some later time. But as **Chomsky** pointed out so many years ago, if this were the essence of language learning, we would not be successful communicators. Verbal communication requires productivity, **i.e.** the ability to create an infinite number of utterances we have never heard before. This endless novelty requires that some aspects of language knowledge be abstract. Ultimately, **"rules"** for combining words cannot be rules about particular words, but must be rules about classes of words such as nouns, verbs or prepositions. The speaker can fill the **"slots"** in a sentence with the words that best convey the message of the moment. Chomsky's key point was that since abstractions cannot ever be directly experienced, they must emerge from the child's own mental activity while listening to speech.

Social Life Development

Language is central to social life, speech and language development is a cornerstone for successful outcomes later in life. Speech and language competency does not progress normally for a sizeable number of children, however, and research shows that these children are at greater risk for later psychosocial problems than children who do not have speech or language impairments.

Studies have produced compelling evidence that the child and adolescent psychosocial outcomes of language impairment are disproportionately problematic. some disadvantages persist into adulthood. These outcomes include continued disadvantage in speech and language competence, intellectual functioning, and educational adjustment and achievement, psychosocial difficulties, and increased probability of psychiatric disorder. Key insights from the studies highlighted in this fact sheet imply a need for early identification of language problems and effective intervention addressing language problems and related cognitive, academic, behavioural and psychosocial concerns, and prevention of victimization in this population. Support for children and adolescents who have language impairment is particularly important in the school context.

Language and communicative competence provide critical tools for learning, engaging in social relationships, and behaviour and emotion regulation from infancy onward. This report describes the evolution of language development in the first five years of life and its interrelationship with psychosocial and emotional development and disorder across the life span. Implications for prevention, intervention, education and public policy.

language is central to so many aspects of human life – cognition, social interaction, education and vocation – valid identification, prevention, and treatment of language disorders is a high priority for the therapeutic professions. Delay and/or difficulty in beginning to use language is one of the most common causes of parental concern for young children brought to pediatricians and other professionals. Delay may indicate specific difficulty with language, or it may be an early indicator of a broader problem such as developmental delay or autism.

Developmental language disorders place children at risk for long-term social, emotional and academic difficulties. Intervention programs vary considerably in terms of service delivery method and may include direct intervention by a speech-language pathologist (for individual children or groups of children) or indirect intervention in which the speech-language

pathologist trains a caregiver to conduct intervention (parent training, consultation with early childhood educators). None of our personal and professional beliefs, perspectives or commitments are ever static, and the Guide addresses those aspects that teachers think about when considering the development of a personal and professional stance. At the end of each section, there are questions to encourage consideration of these aspects in relation to stance and to invite teachers to make changes to their thinking and to the practices of their work.

The various cognitive theories, which challenged behaviourism, introduced the concept of a thinking mind. Learning within these theories is understood as a process of active construction whereby each individual makes sense of new information in his/her mind by mapping it onto his/her existing framework of knowledge and understanding. The incorporation of new knowledge leads to a restructuring of the individual's conceptual map. These theories also highlight the fact that learning is context-dependent – that is, **'situated'** – and that new knowledge can only be taken in when connected to existing knowledge structures. In this sense, learning involves a process of making connections – reorganising unrelated bits of knowledge and experience into new patterns, integrated wholes. Students learn by relating new experiences to what they already know.

Sociocultural theories Whereas cognitive theories highlight thinking as it occurs in the mind of the individual, sociocultural theories consider the relationship between thinking and the social, cultural, historical and institutional context in which it occurs. The rediscovery of the work of **Vygotsky (1978)** has led to the understanding that learning and development are culturally embedded and socially supported or mediated processes. As **Lantolf**, one of the major researchers who has developed socio cultural theory in the field of applied linguistics.

Conclusion

The purpose and objectives are mainly to communicate but most of the students find difficult to speak fluently and also they didn't know how to speak. The most common reason remains with lack of teaching and learning in their beginning level. The language learning is systemised with all possible ways there will be a good improvement in cognitive understanding among all students. A key message of this Guide is that teachers need to analyse their personal, professional teaching, big-picture, understanding and position they bring to their work which shapes their programs and pedagogies. This Guide encourages teachers stance and develop it with regard to: professionalism and knowledge of education, teaching and learning, personal and professional experience and self-understandings, understandings of new and different contexts for students, teachers and communities and their impacts on learning, contemporary understandings, including complexities and ambiguities, of languages and pedagogy, the relationship of experience and past practices to new situations and new understandings as their stance develops and changes.

STUDENTS PERCEPTIONS TOWARDS ENGLISH LANGUAGE ANXIETY IN CLASSES

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Abstract
The extensive use of English language globally has placed second language learners (L2) on a challenging path of acquiring valuable communicational skills. A substantial number of foreign as well as second language learners suffer from English language anxiety when they step into the classroom. For educators, the challenges are shown in the ability of educators to promote a congenial learning environment that engenders in learning a second language. The aim of the study is exploring learners' perceptions of language anxiety in classes at PMIST in Thanjavur. Through a purposive sampling procedure, 30 students from different proficiency levels were interviewed. Findings from the semi-structured interviews are discussed concerning learners' perceptions of learning English. The results emphasize some propositions and recommendations for future research as well as suggested ways to lower or reduce language anxiety.
Keywords: *language anxiety, student perceptions*

Introduction

"Knowing the language can help us to express our opinions, hopes, and even our dreams" (Abidin et al 2012, p. 119). In foreign language learning context, there are factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Shams, 2008). For the last few decades, the chance of encountering anxious or more fragile learners is not distant, meanwhile this might be the case for all course.

Second language anxiety has a depriving effect on the oral performance of speakers of English as a second language. This article describes a research project concerning the conceptualization of second language speaking anxiety, the relationship between anxiety and second language performance, and the major reported causes of second language anxiety. Although there are numerous studies conducted in this field, lending a sympathetic ear to students' perspectives would be enriching as their reports could be a predictor of the reasons, effects and manifestations of apprehensive arousal. Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the student's perceptions of learning the target language. The ability of students to master a second language is not only influenced by the mental competence or language skills but also on the students' attitudes and perceptions toward the target language (Abidin et al., 2012).

Reasons and Effects of Foreign Language

Daly (1991) focuses much on communication apprehension and cites genetic disposition; early reinforcements and punishments; early communication skills; and exposure to the appropriate model of communication as the possible factors for language anxiety. Moreover,

Tanveer's 2007 study reveals that it is the intrinsic motivators, the learner's self in particular, that usually result in anxiety-breeding situations. Accordingly, learners' beliefs, perceptions and poor command of language could lead to a higher level of anxiety. Furthermore, some other extrinsic factors such as social and cultural environments could be the reasons for anxiety-provoking situations. MacIntyre (1999) examined that the effects of language anxiety under four categories: academic effects, cognitive effects, social effects and personal effects. As for the academic effects, the literature on language anxiety has shown conflicting results regarding its impact.

Third, social effects of language anxiety could be noted when a social context triggers language anxiety. For instance, a classroom where there is a stiff competition, where some students are looking forward to finding others' mistakes to laugh at or where relations among the learner groups are sour are vulnerable to anxiety arousal. When in a competition, learners constantly compare themselves with the ones superior to them, thus losing their enthusiasm or sometimes giving up the task or avoiding the task. Krashen (1982) suggests that individuals' low self- esteem might play a negative role in her/his language anxiety. How one perceives his/her self- image has to do with the language anxiety s/he experiences. Moreover, learners' achievement could also be the predictor of their language anxiety level. For example, learners who feel that they take a back seat are prone to get anxious. Learners who consider themselves inferior to other learners with respect to their performance do not have a high opinion of themselves and this perception might trigger their language anxiety. These arguments seem to support Hembree (1988) and Price (1991), who argued that learners whose perceived proficiency is lower than that of others are more likely to experience language anxiety-arousal.

Therefore it is very significant to establish a good ambience in the classroom where everyone's voice is equally heard and respected. Grades also depend a lot on participation and since the quiet students participate less in class room activities it often leads to a lower grade. The lack of opportunity to participate in classroom activities also contributes to less learning even if they are no less intelligent than other students in a class.

Coping with anxiety

Teaching methodologies such the Community Language Learning, the Suggestopedia and Natural Approach took the responsibility of creating a comfortable atmosphere by ameliorating the performance of learners (Wilson, 2006). One example, to this end, comes from Ariza's 2002 study. The author who worked with four English speaking Puerto Ricans concluded that Community Language Learning would be a teaching implication to alleviate the anxiety of Spanish learners. A considerable number of studies suggest ways to cope with language anxiety.

Tanveer (2007) offered friendly classroom environments, drama-like activities, avoidance of idealized forms of pronunciation and homogenous classes as less anxiety provoking whereas participants in Price's (1999) study point to the familiarity with other students, smaller classroom size, early start of language teaching, positive reinforcement, friendly role of the instructor as less stressful situations. Aydın and Zengin (2008) enumerated two major ways to curb language anxiety. One way is to teach students the strategies to cope with it and the second one is to provide a less stressful atmosphere or ambiance for students. Köse (2005) tried

dialogue journals as a possible way. However, his study indicated that using dialogue journals on the way to lower anxiety does not contribute to the alleviation of language anxiety. In her 2011 study, Humphries found that learners could help each other struggle with the anxiety without teachers help outside the classroom settings. Forming friendship has been found to have an alleviating role as learners are assured confidence when they establish a friendship with others. One of the most effective ways to help your students to deal with anxiety is to attack their negative thoughts. Many anxious students provoke their anxiety by setting unreasonable standards for their performance. Teachers can help students simply by identifying perfectionist tendencies that keep them from recognizing their language learning successes. It is essential that, the teacher should help anxious students to focus less on what they are doing wrong and more on what they are doing right. Therefore, teachers are encouraged to discuss language anxiety openly with their students.

Here is a summary of a few tips to follow to reduce anxiety:

- Use group work to give students practice saying new phrases before asking them to perform individually.
- Acknowledge students' anxious feelings and help them realize that anxiety is a widespread phenomenon.
- Encourage students to concentrate on communicative success rather than formal accuracy.
- Ask yourself how it must feel to be a student in your language classroom from time to time.

Methodology

This study makes use of qualitative information to explore students' perceptions of language anxiety. Semi-structured interviews were used to discover students' reported reasons, manifestations and coping strategies of language anxiety.

Interview

Semi-structured interviews were used to elicit students' perceptions of language anxiety in speaking classes. Therefore, the study offers diverse range of the participants' experiences. The rationale for these interviews as a data gathering tool is that researchers can capture data that is not directly observable (Tanveer, 2007, p. 35). The questions used during the interview on the students' perceptions of anxiety in the study were taken from Tanveer's (2007) study. The interviews took about 8-15 minutes and they were conducted in learners' mother tongue, Tamil, to facilitate communication and to promote richness of response and access to data in a less threatening medium. Some questions were reworded when interviewees did not understand the questions exactly.

A purposive sampling procedure was followed for the students. The attendance list of the department was taken and 30 students from different levels and different age levels (graduate and postgraduate) were chosen. The semi-structured interviews were audio taped and some were transcribed verbatim by the researcher to get familiarity. The others were coded when listening. Since it was a semi-structured interview some pre-specified points were highlighted and then analyzed. This made the work less time-consuming and less laborious because totally there were 30 interviews to work on. Content analysis was used to evaluate and interpret the data gathered.

Findings and Discussions

After the research, I have found out that the requirement to learn English in formal settings like their schools was somehow intimidating because they did not feel comfortable with exams. However, there were voices that expressed happiness with this requirement, suggesting that English was a chance for them to catch up with the rising demands of the day. Job opportunities, academic studies and commonplace use of English in technology were some motives that drew them to comply with this necessity..

Possible Sources of Anxiety Reported by the Students

Respondents' answers to the question "What disturbs or distract students/learners most about learning and speaking English and why?" were coded and a couple of themes were developed in the light of their answers. These are (1) linguistic difficulties (2) cognitive challenges: (3) lack of information in the L1, (4) the role of the teachers, and (5) competitiveness. The findings in this study reveal that linguistic difficulties come to the fore as vocabulary; grammar and pronunciation were cited by many of the respondents.

Suggested Ways to Lower Language Anxiety

So far a number of ways have been offered to lower anxiety. In this part, some concrete suggestions for creating a less stressful class have been made by the learners. Recorded data on alternative ways to lower anxiety was grouped into three categories: lowering teacher-induced anxiety - teachers' treatment behaviour, attitude, turn-distribution, academic competence and evaluation of students' level are some issues that could help them feel less anxious; Turn-giving practices might matter; the attitude of the teachers could be of some help to alleviate language anxiety, course-induced anxiety - vocabulary development which has been noted as a crucial factor in causing anxiety should be considered essential in developing the syllabus for speaking courses, and learning context-induced language anxiety - teaching in informal and friendly ambiance itself has been suggested.

Conclusion

The possible reasons, effects, manifestations and ways to cope with language anxiety were investigated from the students' perspective through the interviews. It was found that linguistic difficulties (vocabulary, grammar and pronunciation), cognitive challenges (fear of failure in front of others, fear of exams, fear of failure in communication, lack of self-esteem, fear of making mistakes), the role of the teachers, competitiveness and lack of information were considered to be correlates of language anxiety. To this end, the integration of linguistic and non-linguistic elements in coping strategies take us to consider anxiety beyond its competence-reduced form and interpret it in a more dynamic way.

Though a total elimination of language anxiety may not be a realistic aim, finding ways to enable learners to cope with the tension they are likely to face in foreign or second language learning situations remains salient. Since the findings in this study are based upon the learners' perspectives, further research on the correlates of language anxiety with reference to the gravity of anxiety arousal and specific avenues of coping could provide the basis for a more comprehensive picture, thereby limiting the classroom practices to immediate local needs.

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THE EFFECT OF VISUAL, AUDITORY, AND KINESTHETIC LEARNING STYLES ON LANGUAGE TEACHING

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Abstract
The ability to understand student learning styles can increase the educational experience. There are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetic in which STUDENTS take in information. Some students are visual learners, while others are auditory or kinesthetic learners. While students use all their original senses in taking in information, they seem to have preferences in how they learn best. In order to help students learn, teachers need to teach as many of these preferences as possible. Teachers can incorporate these learning styles in their curriculum activities so that students are able to succeed in their classes. The aim of this paper is to increase faculty awareness and understanding of the effect of learning styles on the teaching process.
Keywords: *Learning styles, auditory, visual, kinesthetic, effective teaching.*

Introduction

Students learn best by the information presented in the classroom. If the students are not interested in the subject, they will not get interest. In order to achieve the ultimate goal, it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive. Students learn in many different ways. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. Students can prefer one, two, or three learning styles. Because of these different learning styles, it is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes.

Towards The Definition of Learning Styles

Learning styles may be defined in multiple ways, depending upon one's perspective. Here are a few definitions of learning styles. Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another. Celcia-Murcia (2001) defines learning styles as the general approaches.

General Learning Styles

There are three main learning styles; visual, auditory, and kinesthetic. The definitions of these learning styles are as follows:

A. Visual

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's nonverbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. They also take descriptive notes over the material being presented.

B. Auditory

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written (Ldpride, n.d.).

C. Kinesthetic Learner

Individuals that are kinesthetic learn best with and active "hands-on" approach. Such learners favour interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

Visual, Auditory, and Kinesthetic Learning Styles

According to Dunn and Dunn (1978), only 20-30% of school age children appear to be auditory learners, 40% are visual learners, and 30-40% are tactile/kinesthetic or visual/tactile learners. Barbe and Milone (1981) stated that for grade school children the most frequent modality strengths are visual (30%) or mixed (30%), followed by auditory (25%), and then by kinesthetic (15%). Price, Dunn, and Sanders (1980) found that very young children are the most tactile/kinesthetic, that there is a gradual development of visual strengths through the elementary grades, and that only in fifth or sixth grade can most youngsters learn and retain information through the auditory sense. Carbo (1983), investigating the perceptual styles of readers, found that good readers prefer to learn through their visual and auditory senses, while poor readers have a stronger preference for tactile and kinesthetic learning.

Applications of learning styles in the classroom

Various researchers have attempted to provide ways in which learning styles can take effect in the classroom. Two such scholars are Dr. Rita Dunn and Dr. Kenneth Dunn (1978). Dunn and Dunn write that "learners are affected by their: (1) immediate environment (sound, light, temperature, and design); (2) own emotionality (motivation, persistence, responsibility, and need for structure or flexibility); (3) sociological needs (self, pair, peers, team, adult, or varied); and (4) physical needs (perceptual strengths, intake, time, and mobility)" (Dunn & Dunn, 1978). They claim that not only can students identify their preferred learning styles, but that students also score higher on tests, have better attitudes, and are more efficient if they are taught in ways to which they can more easily relate. Therefore, it is to the educator's advantage to teach and test students in their preferred styles (Dunn & Dunn, 1978). Although learning styles will inevitably differ among students in the classroom, Dunn and Dunn say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign, the development of small-group techniques, and the development of Contract Activity Packages. Redesigning the classroom involves locating dividers that can be used to arrange the room creatively, clearing the floor area, and incorporating student thoughts and ideas into the design of the classroom (Dunn & Dunn,

1978). Small-group techniques often include a "circle of knowledge" in which students sit in a circle and discuss a subject collaboratively as well as other techniques such as team learning and brainstorming. Contract Activity Packages are educational plans that facilitate learning by using the following elements: 1) clear statement of what the students needs to learn 2) multisensory resources (auditory, visual, tactile, kinesthetic) that teach the required information 3) activities through which the newly-mastered information can be used creatively 4) the sharing of creative projects within small groups of classmates 5) at least 3 small-group techniques 6) a pre-test, a self-test, and a post-test (Dunn & Dunn, 1978).

Importance of Learning Styles

One of the most significant issues in learning is to realize the responsibility for their own learning. The individuals should know what are their own learning styles are and what characteristics this style has and they should thereby behave according to this style. In such a way, the individual can acquire the responsibility of his/her own learning, s/he attributes meaning to the process of learning. She develops an understanding of his/her own form of learning style and becomes much more satisfied with the environment s/he interacts with. Every opportunity for learning is a chance for him/her. It is in the learner's hand to use different ways and develop the learning styles to some extent. Learning style is more important for many reasons; however, there are three vital ones. Initially, people's learning styles will vary because everyone is different from one another naturally. Secondly, it gives the opportunity to teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. Thirdly, we can manage many things in education and communication if we really recognize the groups we are called to. Of course, we may not know every detail; however, being aware of our students' learning styles, psychological qualities and motivational differences will help us regulate our lessons appropriately and according to the conditions.

The Advantages of Identifying Learning Styles

Learning style has an important place in the lives of individuals. When the individual knows his/her learning style, s/he will integrate it in the process of learning so s/he will learn more easily and fast and will be successful. Another advantage of the identification of the own learning style by the student is that it will help the student to become an effective problem solver. It is very important to see whether all individuals receive education in areas suitable for their learning styles. A person educated in an area having no relationship to his/her learning style may lack confidence and s/he may be less successful; s/he may as a result become frustrated. Knowledge of learning style also provides information to the student as to why s/he has learnt in a different way than others. It helps to control the process of learning. It is vital because one of the most important signals in learning is to learn to be autonomous, that is, for the individual to take responsibility for his/her own learning. Because of this, s/he should know what learning style is. This has to be part of the learning process to enable the individual to obtain knowledge, which constantly shifts and changes, without any help from others. Learning to learn and grasping knowledge in a suitable manner will lessen the need for an overbearing control by teachers. At this point, teachers guide the students. The students take responsibility for their learning, they are at the centre of the process and everything is under their control.

They search answers to the problems and benefit from their unique performances and preferences in their learning styles. Those people will identify their aims, unlike those whose learning style preferences are not identified. They know what they want to learn and "how." This awareness will change their perspectives on learning new things.

Conclusion

A better knowledge and understanding of learning styles may become more important and the teachers should make concentrated efforts to teach in a multi style fashion that both reaches the greatest extent of students in a given class and challenges all students to grow as learners. It is very important to understand and explore each individual's learning style. Analyzing one's own particular learning style can be very helpful and beneficial to the student by aiding them. Discovering this learning style will allow the student to determine his or her own personal strengths and weaknesses and learn from them. Teachers incorporate learning styles into their classroom by identifying the learning styles of each of their students, matching teaching style to learning style for difficult tasks, Accommodating teaching to learning styles improves students' overall learning results, increases both motivation and efficiency and enables a positive attitude towards the language being learned. The purpose of using learning styles is to find the best ways for both students to learn effectively and teachers to teach efficiently.

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EFFECTIVE USE OF ICT FOR EDUCATION AND LEARNING BY WORLDWIDE KNOWLEDGE, RESEARCH, AND EXPERIENCE: OVERVIEW OF ICT FOR EDUCATION

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Introduction

According to Daniels (2002), ICTs have become within a very short-time, one of the basic building blocks of modern society. However, there appears to be a misconception that ICTs refers to 'Computers and computing related activities. There is fortunately not the case, although computers and their application play a significant role in modern information management, other technologies and systems also comprise of the phenomenon that is commonly regarded is ICTs. Pelgrum and Law (2003) state that near the end of the 1980s, the term 'computers' was replaced by 'IT' (information technology) signifying a shift of focus from computing technology to the capacity to store and retrieve information. The followed by the introduction of the term 'ICT' (information and communication technology) around 1992 when e-mail started to become available to the general public (Pelgrum, W.J., Law, N., 2003). According to a United Nations report (1999), ICTs cover Internet service provision, telecommunications equipment and services, information technology equipment and services, media and broadcasting, libraries and documentation ICT is enhancing teaching and learning process centers, commercial information providers, network-based information services, and other related information and communication activities

Hepp, Hinostroza, Laval and Rehbein (2004) claim in their paper "Technology in Schools: Education, ICT and the Knowledge Society" that ICTs have been utilized in education ever since their inception, but they have not always been massively present. Although at that time computers have not been fully integrated into the learning of traditional subject matter, the commonly accepted rhetoric that education systems would need to prepare citizens for lifelong learning in an information society boosted interest in ICTs (Pelgrum, W.J., Law, N., 2003).

In a sense it was considered that the computer would 'take over' the teacher's job in much the same way as a robot computer may take over a welder's job. Collis (1989) refers to this as "a rather grim image" where "a small child sits alone with a computer." However, the use of information and communication technologies in the educative process has been divided two broad categories: ICTs for Education and ICTs in Education. ICTs for education refers to the development of information and communications technology specifically for teaching/learning purposes, while the ICTs in education involves the adoption of general components of information and communication technologies in the process.

ICT is Enhancing Teaching and Learning Process

Contemporary ICTs can provide strong support for all these requirements, and there are now many outstanding examples of world-class settings for competency and performance-based curricula that make sound use of the affordances of these technologies (Oliver, 2000). The integration of information and communication technologies can help revitalize teachers and students. ICTs can help to improve and develop the quality of education by providing curricular support in difficult subject's areas. To achieve these objectives teachers need to be involved in collaborative projects and development of intervention change strategies, which would include teaching partnerships with ICT as a tool. According to Zhao and Cziko (2001), three conditions are necessary for teachers to introduce ICT into their classrooms: teachers should believe in the effectiveness of technology will not cause any disturbances, and finally, the research studies show that most teachers do not make use of the potential of ICT to contribute to the quality of learning environments, although they value this potential quite significantly (Smeets, 2005).

According to Cabero (2001), "the flexibilization time-space accounted for by the integration of ICT into teaching, and learning processes contribute to increasing the interaction and reception of information. Such possibilities suggest changes in the communication models and the teaching and learning methods used by teachers, giving way to new scenarios which favor both individual and collaborative learning". Typically these forms of teaching have revolved around the planned transmission of a body of knowledge followed by the interaction with the content as a means to consolidate the knowledge acquisition. Contemporary learning theory was based on the notion that learning is an active process of constructing knowledge rather than acquiring knowledge and that instruction is the process by which this knowledge construction is supported rather than a process of knowledge transmission (Duffy & Cunningham, 1996). In this domain, learning is viewed as the construction of meaning rather than as the memorization of facts (Lebow, 1993; Jonassen & Reeves, 1996). Learning approaches using contemporary ICTs provide many opportunities for constructivist learning through their provision and support for resource-based, student-centered settings and by enabling to be related to context and to practice (Berge, 1998; Barron, 1998).

ICT Enhancing the Quality and Accessibility of Education

ICT increases the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught, and they learn as now, the processes are learner driven and not by teachers. This, in turn, would better prepare the learners for lifelong learning as well as to improve the quality process. In concert with geographical flexibility, technology-facilitated educational programs also remove many of the temporal constraints that face learners with special needs (Moore & Kearsley, 1996). Students are starting to appreciate the capability to undertake education anywhere, anytime and anyplace.

The demand for education in developing countries like India has skyrocketed as education is still regarded as an important bridge of social, economic and political mobility (Amutabi and Oketch, 2003). There exist infrastructure, socio- economic, linguistic, and physical barriers in India for people who wish to access education (Bhattacharya and Sharma, 2007). This includes

infrastructure, teacher, and the processes quality. There exist drawbacks in general education in India as well as all over the world like lack of learning materials, teachers, remoteness of education facilities, high dropout rate, etc (UNESCO,2002). Innovative use of Information and Communication Technology can potentially solve this problem. Internet usage in home and work place is grown exponentially (McGorry, 2002). ICT has the potential to remove the barriers that are causing the problems a low rate of education in any country. It can be used is tool to overcome the issues of cost, less number of teachers, and poor quality of education as well as to overcome time and distance barriers (McGorry, 2002).

People have to access knowledge via ICT to keep pace with the latest developments (Plomp, Pelgrum & Law, 2007). This avoids is duplication of work (Cholin, 2005). ICT was eliminating time barriers in education for learners as well a teacher. It eliminates geographical barriers as learners can log on from any place (Sanyal, 2001; Mooij, 2007; Cross and Adam, 2007; UNESCO, 2002; Bhattacharya and Sharma, 2007). ICT provides new educational approaches (Sanyal, 2001). It can provide speedy dissemination of education to target disadvantaged groups (UNESCO, 2002; Chandra and Patkar, 2007). ICT enhances the international dimension of educational services (UNESCO, 2002). It can also be used non-formal education like health campaigns and literacy campaigns (UNESCO, 2002). Use of ICT in education develops higher order skills such as collaborating across time and place and solving complex real-world problems (Bottino, 2003; Bhattacharya and Sharma, 2007; Mason, 2000; Lim and Hang, 2003). It improves the perception and understanding of the world of the student.

ICT enhancing learning motivation

ICTs can enhance the quality of education in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment. ICTs, especially computers and Internet technologies, enable new ways of teaching and learning rather than simply, allow teachers and students to do what they have done before in a better way. ICT has an impact not only on what students should learn, but it also plays a major role in how the students should learn. Along with a shift of curricula from “content-centered” to “competence-based,” the mode of curricula delivery has now shifted from “teacher-centered” forms of delivery to “student-centered” forms of delivery.

Learning approaches using contemporary ICTs provide many opportunities for constructivist learning through their provision and support for resource-based, student-centered settings and by enabling learning to be related to context and to practice (Berge, 1998; Barron, 1998).The teachers could make their lecture more attractive and lively by using multi-media, and on the other hand, the students were able to capture the lessons taught to them easily.

Conclusion

The results provided by both the quantitative and qualitative analysis of the literature obtained will be exposed especially regarding those aspects which are related to ICTs for Education and ICTs in Education. ICTs for education refers to the development of information and communications technology specifically for teaching/learning purposes, while the ICTs in education involves the adoption of general components of information and communication

technologies in the teaching-learning process.

Effective use of ICTs in education has a positive impact on teaching, learning, and research. ICT can affect the delivery of education and enable wider access to the same. Also it will increase flexibility so that learners can access the education regardless of time and geographical barriers. It can influence the way students are taught and how they learn. It would provide the rich environment and motivation for teaching-learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for learners and teachers. These possibilities can have an impact on student performance and achievement. Similarly wider availability of best practices and best course material in education, which can be shared using ICT, can foster better teaching and improved academic achievement of students. The overall literature suggests that successful ICT integration in education.

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ROLE AND RELATIONSHIP BETWEEN LANGUAGE DEVELOPMENT AND COGNITIVE SKILL

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Abstract

Throughout early in childhood, children's ability to comprehend, to process, and to create language also flourishes in a wonderfully. Children understand a language hit between the ages of 3 and 6. As children shift earlier age by using two-word sentences, they start to learn and be familiar with grammar rules. All English-speaking children follow a regular series when using these rules. Cognitive development is a feature of overall child development. Generally, cognition refers to how we think, pay concentration, keep in mind, and learn. Kids are intuitive ready to increase cognitive skills. They are always learning innovative thoughts, how things work, and how to resolve problems. They are trying to shape out how the world workings. Children are not passive learners – they actively look for out information. This paper discusses how the cognitive skills developed by the help of language and interrelationship of these two.

Keywords: *childhood, flourishes, recognize, Cognitive development, child development, pay concentration.*

Introduction

During early childhood, children's abilities to understand, to process, and to produce language also increase amazingly. Young children experience a language explosion between the ages of 3 and 6. At the age of 3, their verbal expressions consist of roughly 900 words. By age 6, verbal expressions enhance significantly to anywhere between 8,000 and 14,000 words. During childhood and toddlerhood, adolescent children are almost always able to understand far many more words than they can speak. However, with this language explosion, their expressive (spoken language) abilities start to catch up with their accessible (capability to understand language) skills. As children move outside using two-word sentences, they learn and recognize grammar rules.

Cognitive growth underpins all the other features of development as children start to find out and make intelligence of the world around them. It is directly associated to the improvement of language and communication skills as children interrelate with the people around them." There are many theories written on the subjects of cognitive growth and language and communication. These theories diverge in some ways, but they all appear to link the two subjects. Childcare settings put these theories into do in a grouping of ways, sometimes without even realizing it, just through debate.

Language Development

Children hear and learn from the sounds of speech even while they are still in the womb. Language learning increase speeds once children are born. Children's language nature inspires them to learn the language rules of their local language and terms of just about 5,000 words

over their first five years of life. This language learning influenced cognitive development in many ways.

As children learn words and concepts; For example, when a child first begins to use the word "dog," maybe while pointing at the family dog, it does not mean she has mastered its meaning. Children typically overextend the use of the new word, calling many things dogs that are not dogs—horses, cats, perhaps even daddy's beard. Children also under expand the meanings of some new words; understand them as proper names rather than category labels. As children construct their vocabulary, they learn not only terms they can use to refer to things but also the underlying conceptual structure that we use to reason about the world around us.

Cognitive Development

Piaget's theories of cognitive growth are that children learn through searching of their surroundings. An adult's role in this is to give children with suitable experiences. He said that cognitive growth occurs in 4 stages.

1. **Sensory–motor**
   - Little children and babies learn throughout their senses, movement, and communication with their surroundings.
   - They comprehend the world in regarding of communication.
2. **Pre–operations**
   - Little children learn through their understanding with real objects in their instant surroundings.
   - They use symbols, e.g., words and images to make sense of their world.
1. **Concrete operations**
   - Children go on with to learn through their understanding with actual things.
   - They access information to create intelligence of their immediate environment.
2. **Formal operations**

   Young children and adults learn to make use of conceptual thinking.

Piaget also thought that children would only be taught when they are ready. Children's use of language place for their stage in cognitive growth, but he didn't see as a 'central' to children's development, as cognitive development begins at birth and is require for language development.

Benefits of Language Development

- Language is the base for all social relations, having troubles to converse can cause aggravation both for you as a parent, but more significantly for your child.
- Improvement of language is strongly interdependent with, and supports, your child's brain growth and cognitive growth. Studies have exposed that having a language increases creativeness and helps people to come up with new thoughts. There are also many uses to learning more than one language.
- In other words, the improvement of language cannot be an observation separation but is powerful link to, and extremely significant for, child's overall development during the starting years.
- Encourage learning-friendly surroundings where you read age-suitable books, and find ways to play and have fun while teaching, will help speed up your toddler's language

achievement and start arranging him or her for school. It will also boost overall progress on other developmental landmark and help provide much more growth chance later in life.

Problems Associated with late Development

There are serious unhelpful consequences of failing to learn how to communicate. Happily the majority of people finally are successful in obtaining reading, writing, talking and abilities. Yet, if baby is presentation signs of developmental holdup or if child is a late speaker, accepting a wait and see attitude could show to be a mistake.

- Academic complexity
- Learning disabilities
- Nervousness and social complexity
- Anxiety disorder
- Behavioral problems

The Role and Relationship of Language in Children's Cognitive Development

Education is a possible tool for encouraging self-governing thinking among the learners. Students should be permissible and to come up with their own opinions and interpretations of events around them. The curriculum for primary school / elementary school in mother tongue emphasizes the significance of the individual's personal and intellectual progress. Studies prove that kids who come to school with a hard base in their mother language expand stronger literacy aptitude. In general, the study is very clear as regards the significance of children's mother tongue for their individual and educational development. When parents use time with their children and tell tales or converse about subjects with them in a method that develops their mother language vocabularies and perception, children come to school well prepared to learn and succeed educationally. In 2002, FAO (Food and Agriculture Organization) stated that the educational improvement of children is very much connecting to the language they talk; if they are instructing in their mother language, their ability increase. When kids are learning through their mother language, they are learning ideas and intellectual skills that are similarly applicable to their capability to purpose in their entire life. Also, Krishnaji (1990) state, a number of psychological, social and educational researches confirmed that learning through mother language is faster. In fact, by using the students' mother verbal communication in the classroom to instruct subject content, the students' cognitive skills would be developed (Dumatog and Dekker, 2003). In brief, by teaching model in the mother language, students would be showing to input and permissible.

According the work of Matlin (1989), under given points can be made in examine to the attainment of language in childhood and babyhood regarding the child's cognitive growth:

- Studies on infants make known that they can distinguish between highly similar sounds, that they are conscious that a speaker's lips match the language sounds coming from the speaker, and that they identify the communication between a tone of voice and facial expression.
- In the pre-verbal stage of language acquisition, young infants laugh, and older infants converse. These language show to have a communicative purpose, although the defined character of this purpose has yet to be strong-minded, and the communication may well be

unplanned. However, planned communication does happen at this stage in the form of pointing and turn-taking.

- When language acquisition moves into the verbal stage

Language in Vygotsky's Theory

Vygotsky's theory focused deeply on social communication, and the role they play in serving learners get the culture in which they live. In this, the tool people use for cultural communication, contact, and expression on their thinking and the majority significant psychological instrument that mediates our opinion. According Vygotsky's theory, "language is the instrument that makes easy the emergence of self-awareness and therefore voluntary manage of actions."

Language has two thorough functions in cognitive growth: communication and guideline. Communication is necessary for the communication of culture and in gaining manages over one's cognitive procedures (e.g., feelings, memory, etc.). He puts forward: "In rising up within linguistically constructions and sustained dealings, the child starts to distinguish the world not only through its eyes but also from end to end its speech.

Conclusion

Language teachers will increase a deeper admiration of the complexities that ESL learners meet in the language learning procedure. Even as all language beginners learn in a different way from each other, those from a given civilization individuality in common that set them apart from learners with a diverse educational backdrop. This imminent can help language teachers in making a teaching and learning atmosphere that meets the learning needs of all their learners. Language speed ups cognitive growth. Therefore, Vygotsky's theory, additional or less, complements that of Piaget's to excellence by accepting modern orientation to the role of language in the development of intelligence. Vygotsky's theory advised that more significant than what Piaget implies. In Vygotsky's view, we build reality. Without the words to think and converse, our lives would be very diverse from what it is. He placed more importance on the role of language, culture and social aspects in determining of cognitive growth.

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LANGUAGE DEVELOPMENT USING LANGUAGE LABS IN SECONDARY SCHOOL LEVEL

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Introduction

During the ages, English language learning was enforced naturally to the use of media. However, language lab can greatly help students to learn a language of their own choices and pace. The language laboratory appeared as an audio or audiovisual used as equipment in language teaching.

Modern language labs are known by many names, digital language lab, multimedia language lab, language media center and multimedia learning center to name but a few.

Modern language labs in general offer the following:

- Text, images, audio and video can easily be integrated; teachers can alter materials to fit their requirements
- Learners can record their own voice and play back the recordings, interact with each other and the teacher, and store results
- Teachers can intervene and control the learners' computers via the teacher's console, track of learners' work, etc.
- Self-access for independent learning which includes access to resources outside class

The purpose of a language lab is to involve students to actively participate in language learning exercises and get more practice than otherwise possible in a traditional classroom environment.

Common components in a modern language lab:

- Teacher has a computer with appropriate software for conducting language exercises
- Teacher and students wear headsets that block outside sounds and disturbances
- Students have a media player/recorder for listening to audio and recording speech
- Teacher and student positions are connected via LAN (local area network), in some cases also via separate audio cabling
- A server computer or a separate storage device is often used to store lesson materials in a digital format

The primary characteristic of classical education is the use of the language curriculum, based on the study of literature in English (also in Latin and in foreign languages). Far from weakening the importance of this curriculum, modern conditions seem to cry out for its return as a humanizing instrument. A growing carelessness and vulgarity of speech, confusion of thinking, and the passivity of the mind fostered by our present forms of entertainment are the

intellectual ills of the age. The remedies will contain the two ingredients which are the outcomes of a humanistic training —culture and discipline.

In the modern world writing and speaking of large numbers of Americans has reached an abject level of carelessness and obscurity. The fast pace of American life, with its tendency to abbreviate, the relative passivity introduced by its pictorial forms of communication, the manifold appeals to man's sensory nature and impulses —all these discourage the wise cultivation of the rational processes and the appreciation of beauty. It is well for us to realize that we must counteract these influences before we can hope to make our young men susceptible to spiritual forces. One of the most effective ways we have of preparing the ground for the spiritual seed is the training in English by which we discipline the mind and awaken an appreciation of the true, the good, and the beautiful. Greater reserve, refinement, and distinction of speech at all times on the part of our own teachers would enhance in the students' eyes the objectives of a good English course.

Training in English need not be stereotyped or antiquated if the teacher thoroughly understands the nature and idiom of his own language. Teachers should realize that one of their most effective influences in the formation of the student is personal contact. This training in grammar must be adapted to the actual condition of the students in each class; but it is to be hoped that it will not consume so much time that the composition which is the proper work of high school will have to be neglected.

It is futile to attempt to teach the forms of composition to students who do not have a grasp of the functions of the parts of speech or the construction of a sentence. The foundation of our first-year students being what it is today, it is surely necessary to review English grammar during the first year, especially for students coming from other schools. Not to do so will be to balk the attempts of teachers in the upper classes to make any real progress in composition.

The formula for composition is about one part theory to three parts practice. Too often the prescription is reversed. Too often teachers talk endlessly of rules and definitions when the boys should be exercising themselves in the application. Furthermore, the correction of exercises is indispensable. The teacher should organize his classes so that the correction of papers will be a regular feature. Yet the effort at correction will be largely wasted unless the student is put to revising and rewriting the composition in the light of the corrections. It is more effective to have one exercise written, corrected, and rewritten than to have two distinct exercises written once and done with.

Mental training consists in communicating ideals and methods. Training received in one field can be transferred to another field, but only under certain restricted conditions. Teaching these general ideals and methods properly includes teaching how to make the transfer from one field to another. This principle is very important, and its frequent neglect minimizes many of the potential outcomes of the classical curriculum. Classical courses in themselves do not have some magical virtue for training the mind. In other words, transfer of training is not automatic.

To put this principle another way, the training of the human faculties cannot be mechanized. The mind is not a muscle. The memory, the judgment the power of observation, the taste, can never be trained in one field in such a way as to be found in the same degree in other fields. The transfer or the generalization of an acquired habit is in proportion to the generalization of the method or of the assimilated idea.

The affective aspects of learning should not be neglected. Interest and motivation are indispensable to genuine learning. Learning should be directed toward goals which are meaningful to students and accepted by them. They cannot make a wholehearted effort if they do not know what they are expected to accomplish and what value that accomplishment will have; still less so if they do not desire the outcome.

Choosing language labs or classroom training networks is the best decision made by language educational institutions to offer their students the ability to learn English, Spanish, French, German, or even several languages at once. The language lab is a very useful tool that facilitates classroom engagement and interaction via computer-based exercises and activities to maximize language immersion. These labs provide a very different experience from the traditional system of teaching and learning languages, offering more advanced features and functionalities.

Language labs are becoming highly valued at secondary schools because they offer students a structured eLearning environment that is successful and reliable. New technologies are increasingly more present in classrooms as they facilitate the teacher's role in creating a more attractive learning environment for the student and can offer their students more practice hours and up-to-date exercises than can be found in language books.

Practice leads to language learning success! Language labs' interactive courses help students learn much faster than in a regular classroom setting. The methodology of the classroom language network uses a progressive model to promote natural learning, where students learn the different concepts of language in an intuitive way. The language lab boosts the motivation of students achieving higher levels of language retention and progress.

In short, language labs are a very comprehensive and cost-effective tool for educational institutions to monetize their language training and also offer students effective language learning via the latest technology and educational content. They are the perfect solution for designing a structured academic curriculum in accordance with the objectives of an educational center with an international vocation audience that seeks the highest quality in teaching.

Conclusion

It is understood that teaching of grammar by the teacher is not well enough for proper understanding of a language in addition to teaching learning process an another way i.e practical involvement of the students is an essential one. So, the language lab is beneficial for secondary school students in numerous ways.