

Periodic Research

Performance of English and Hindi Medium Students in English Language



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Abstract

English has greatly contributed to growth of knowledge in India. It has enriched Indian languages and literature. Therefore a special emphasis needs to be placed on the study of English in order to keep pace with the world in the knowledge of social, cultural and technological inventions and developments. Now a days English is taught as a second language and is included in our curriculum. We have English as well as Hindi medium schools. In English medium schools. English occupies first language position whereas in Hindi medium schools it is considered as the second language. There is a significant difference in the achievement of English medium students and Hindi medium students with regards to English language. In order to know the reason as to why there is a difference in the two mediums, the data was collected, problems identified & analyzed. From this study it is inferred that English medium students differ significantly with the Hindi medium students in English language. The English medium students made less percentage of errors in vocabulary. The Hindi medium students did not practice speaking and writing English and because of this they might have made errors in English language. Most of the students of Hindi medium do not get a background to English from the very beginning and due to this they are not able to do well in English language. Thus the result of the present investigation shows that there is significant difference English and Hindi medium students in English language. It means that the English medium students perform better in English language than the Hindi medium students.

Keywords: Linguistic, Understanding, Development, Achievement.

Introduction

English has been playing an important role in our educational system as well as in our national life. It is generally held that the British introduced English in our educational system in order to produce clerks for their colonial administration and to produce what Lord Macaulay called "a class of people, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect." (Baruah,1992).

English has greatly contributed to growth of knowledge in India. It has enriched Indian languages and literature. Therefore a special emphasis needs to be placed on the study of English in order to keep pace with the world in the knowledge of social, cultural and technological inventions and developments. Emphasizing the role of English, Radhakrishnan Commission has said, "English is the means of preventing our isolation from the world and we will act unwisely if allow ourselves to be enveloped in the folds of a dark curtain of ignorance. A sense of oneness of the world is in the making and control over a medium of expression which is more widespread and has a larger reach than any of our languages today will be of immense benefit to us" (Pahuja, 1995).

In India English has a place in the linguistic structure. Now a days English is taught as a second language and is included in our curriculum. We have English as well as Hindi medium schools. In English medium schools. English occupies first language position whereas in Hindi medium schools it is considered as the second language. This further leads to the increase in problems regarding reading, speaking & understanding English. There is a significant difference in the achievement of English. There is a significant difference in the achievement of English medium students and Hindi medium students with regards to English language. In order to know the reason as to why there is a difference in the two mediums, the data was collected, problems identified & analyzed.

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Paramguru, (1991) conducted a study on the development of concept of noun among boys and girls reading in class IX in rural and urban areas of Cuttack district. The findings were that the girls from urban and boys from rural attained similar results. The children from urban exhibited higher score as compared to rural areas.

Alvander, (1992) conducted a study of selected variables relating to English reading competency of high school pupils. The objectives were to find out whether there was any difference regarding urban, rural pupils, sex differences, to suggest moreover for the development of reading competency. The findings were that English medium pupils and urban pupils scored better. Boys differed significantly from girls.

From the above brief review it appears that, much work in this field has not been done in India regarding English and Hindi medium students. Thus in the light of these findings, the design for the present study was drawn and attempt made to find and compare the problem of the pupils of grade V of Hindi and English medium schools in English language.

Statement of the Problem

Performance of English and Hindi medium students, in English language.

Objectives

1. To study the performance of English medium students of grade V in vocabulary and structural grammar.
2. To study the performance of Hindi medium students of grade V in vocabulary and structural grammar.
3. To compare the performance of English and Hindi medium students in English language.

Hypothesis

1. There is no significant difference between English and Hindi medium students in vocabulary and structural grammar.
2. There is no significant difference between English and Hindi medium students in English language.

Method of Study

The present study is an example of descriptive research and can be classified under the survey method.

Method

The sample was taken by simple random sampling technique where separate lists one of English medium and the other of Hindi medium schools of Kanpur city were procured from the district inspector of schools. The schools of each medium were randomly selected. In the second stage the students were randomly selected from class V. The final sample constituted of 100 students, 50 English medium and 50 of Hindi medium schools.

Tool for Data Collection

For collection of the data a questionnaire was prepared by the researcher. It comprised of 20 items in total, out of which 9 items were of vocabulary and 11 of structural grammar. Maximum marks of the test were 33. The items in the questionnaire were analyzed and the experts were consulted to make the test reliable and valid. The students were given 30 minutes to complete it.

Sataistical Technique

Percentage, Mean, S.D. and T-test were used to analyse the data.

Results and Discussion

The analysed data have been presented in tables 1 to 4.

Table – 1
Errors Made by English and Hindi Medium Students in Different Dimensions of Vocabulary and Structural Grammar

S. No.	Dimensions of Vocabulary and Structural Grammar	English Medium Students		Hindi Medium Students	
		N = 50	% (100)	N = 50	% (100)
1	Spelling	12	24	29	58
2	Antonyms	15	30	29	58
3	Synonyms	14	28	26	52
4	Meaning	08	16	18	36
5	Preposition	07	14	32	04
6	Noun	07	14	11	22
7	Pronoun	09	18	25	50
8	Article	06	12	24	48
9	Adjective	07	14	27	54
10	Verb	10	20	29	58
11	Adverb	11	22	25	55
12	Conjunction	14	28	22	44

It can be inferred from table– 1 that the English medium students made less errors as compared to the Hindi medium students on different dimensions of vocabulary and structural grammar. The reason for such performance is the kind of environment they are exposed to. In the English medium schools the students speak in English with their teachers as well as peers, whereas in the Hindi medium schools this kind of exposure is missing and English is taught in Hindi.

Table – 2
Mean, S.D. and T-Value of Errors of English and Hindi Medium Students in Vocabulary

S. No.	Group	N	Mean	S.D.	t	Level of Significance
1	English Medium	50	1.02	2.06	4.01	Significant at 0.01 level
2	Hindi Medium	50	3.38	3.61		

The table given above shows the difference in the Mean and S.D. values of English and Hindi medium students. It can be concluded from the table, that English medium students are far better in English Vocabulary as compared to the Hindi medium students. The English medium students have a sound and sumptuous vocabulary. The made less errors and differ significantly in terms of vocabulary than Hindi medium students.

Table – 3
Mean, S.D. and T-Value of Errors of English and Hindi Medium Students in Structural Grammar

S. No.	Group	N	Mean	S.D.	t	Level of Significance
1	English Medium	50	1.24	1.96	3.64	Significant at 0.01 level
2	Hindi Medium	50	3.2	3.26		

From the above table it is clear that Hindi medium students have made greater percentage of errors in structural grammar. The difference is significant at 0.01 level.

Thus it is clear that English medium students differ significantly from the Hindi medium pupils in vocabulary and structural grammar.

Thus the first hypothesis, "there is no significant difference between English and Hindi medium students in vocabulary and structural grammar" is rejected.

Table - 4

Mean, S.D. and T-Value of Errors of English and Hindi Medium Students in English Language

S. No.	Group	N	Mean	S.D.	t	Level of Significance
1	English Medium	50	2.26	3.29	5.48	Significant at 0.01 level
2	Hindi Medium	50	6.58	4.49		

From the Table - 4 it is clear that errors made by English medium students in English language is less than Hindi medium students. The differences is significant at .01 level. Thus it becomes clear that English medium students differ significantly from Hindi medium students in English language.

Thus the second null hypothesis, "there is no significant difference between English & Hindi medium students in English language" is rejected.

Interpretation and Disussion

From this study it is inferred that English medium students differ significantly with the Hindi medium students in English language. The English medium students made less percentage of errors in vocabulary. The reason why English medium students scored higher in vocabulary is their superior knowledge of English because of studying in English medium, this might have encouraged them to achieve better and higher than the Hindi medium students. The child having been exposed to English in English medium with greater significance made them acquainted to difficult and new terms, quite easily and conveniently as compared to Hindi medium. Thus they were able to achieve higher in English language. The Hindi medium students might have been careless in studying English; they did not pay adequate attention to reading and writing of English language.

The Hindi medium students did not practice speaking and writing English and because of this they might have made errors in English language. Most of

the students of Hindi medium do not get a background to English from the very beginning and due to this they are not able to do well in English language.

The other variable of study of English language was structural grammar. The English medium students made less percentage of errors. It may be due to the fact that the English medium students are English speaking pupils; this further enhances their knowledge in English. The Hindi medium students do not speak English in the school with their peers and teachers. The instruction is given in Hindi which leads to a poor performance.

The school background and the family background play an important role in the development of any language. Hindi medium students come from a non English back ground and may be because of this they have greater problems in English.

It may be said that different conditions in different institutions affect the achievement of the pupils. No two institutions have the same facility of teaching. In the Hindi medium schools students are taught English in Hindi which increases their problem in English language.

Conclusion

Thus the result of the present investigation shows that there is significant difference English and Hindi medium students in English language. It means that the English medium students perform better in English language than the Hindi medium students.

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