

A Statistical Approach to Emphasis on English Language at the Intermediate Level in Andhra Pradesh

Dr. B. Sudha Sai and Dr. N. Srinivasa Rao

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Abstract

This article, a part of a Major UGC Research Project titled “Emphasis on English Language at Intermediate Level in Andhra Pradesh”, (2013-2016) is on examining various reasons for a drop in fluency of English Language among students coming from the Intermediate background and measures suggested to improve their fluency in English at college level. This case study with statistical analysis attempts to examine various reasons that contribute to the Intermediate students' need on emphasizing and developing their English Language skills, as it is not only important as a means of communication in the current global scenario but also crucial in the process of recruitment.

Origin of the Research Problem

As one accentuates on the academic career of a student from Andhra Pradesh, Intermediate is definitely the turning point where his future gets decided. There is no doubt that majority of the students in A. P. are eager to join professional courses like Engineering and Medical stream. One can't find fault with them as there seems to be no other alternative. Some of the students may have a great love for literature but are not allowed to opt for related courses in literature. For that matter they are not given a chance to pursue the course for which they have flair or aptitude. As a result a student who is good at English in school tends to neglect English at the Intermediate level by over-emphasizing on science subjects and his parents too believe that only engineering and medical courses would fetch him a good job. Besides this, there are a number of other reasons for which the students may neglect English.

Interdisciplinary Relevance

It is commonly found with many of the English teachers from their long experience that the students at Intermediate level have forgotten all the English learnt for 10 years in school. In spite of this, some students are able to secure 90% in English at Intermediate level and others are effortlessly getting through it. At this point one needs to ponder on the point that ‘should competence level of a student be decided on the basis of marks secured’? It could be one of the reasons that the students have developed an attitude of indifference and negligence to English.

Thus they are not able to perform well later or improve in English.

Review of Research and Development in the Subject

According to Purple Leap Survey conducted in the year 2012, only one out of ten students graduating from tier 2,3and 4 Engineering colleges can be readily employable. It also pointed out regarding the huge gap between education and employability of the so-called Engineering graduates. One third of these graduates who have done academically well by securing 60% marks are unfit for employment even after being given proper training.

Companies today want candidates possessing the three critical skills- Communication, Problem solving and Technical Skills, and ready to start working from day one, because nobody wants to spend and money on training. So students need to do all that they can to work on their skills and be industry ready. Just going to college and finishing their studies is evidently not enough. Andhra Pradesh has highest number of Engineering Colleges in the Country, but the percentage of pass is abysmally low. The pass percentage of final year of Engineering in Andhra Pradesh was 49% in 2006, 35 % in 2007, 29 % in 2008. According to Aspiring Minds National Employability Report, which is based on a study of more than 1,50,000 engineering students who graduated in 2015 from over 650 colleges, 80% of the them are unemployable. The situation has worsened over the years.

Significance of This Study

This study throws a significant amount of light on the reasons for the fall of standards at Intermediate level in English. A student with such indifference towards English usually doesn't have reasonable proficiency in it and faces difficulties in the final year and later as well. Students need to realize the importance of languages which improves their communicative skills, inculcates and enhances soft skills.

Its Potential Contribution to Knowledge in the Field of Social Relevance

The academicians and people at the helm of affairs should give a little more thought while framing the curriculum, which would mould the students not as mere self-centered, automatons but as more civic and responsible human-beings, while developing the necessary life skills and employable skills.

Objectives

In the given scenario it appears as if so much of national resources are being wasted on these students who are unable to find a suitable job. It is high time that the policy makers and academicians realize that the conduit with which a student can express himself and become qualified, is the English language which is a pre-requisite for employment, but often neglected.

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A Statistical Approach to Emphasis on English Language at the Intermediate Level in Andhra Pradesh

Attempt has been made with the help of statistical analysis to find out various reasons behind a drop in the performance level of students in English at college level. A test of proficiency in English has been initially suggested after giving admission into professional courses. Finally a bridge course in English for first year students of Professional courses has been recommended.

Hypothesis

The students in the Intermediate level study English from examination point of view. They in spite of coming from English medium background are not performing well in English at the college level. By not including English as a component for EAMCET (Engineering and Medical Common Entrance Test)/NEET-UG(National Eligibility cum Entrance Test for undergraduates) and other qualifying examinations is leading to indifferent attitude towards the subject by them.

Research Design and Methodology

The present study has been conducted in some of the professional colleges of Visakhapatnam district by gathering information through questionnaires, personal interviews of teachers, parents and students. Students from 5 Engineering colleges 5 Intermediate colleges and 4 medical colleges have been selected, thus making a total sample of around 300 Intermediate students, 200 engineering students and 100 medical students. Around 100 teachers of various engineering colleges handling different subjects are given appropriate questionnaires covering all the aspects of the problem of professional students at the Intermediate and undergraduate levels. After a gap of two months, collection of the filled questionnaires and personal interviews are carried out. To analyze the collected data, some statistical tools that bring out the best results have been used. The tools used are descriptive statistics with frequencies and factor analysis. The software used to carry out statistical analysis is SPSS (Statistical Package for The Social Sciences).In this article the Statistical Analysis of the set of questionnaires for Intermediate second year students is taken into consideration in detail.

Questionnaire Canvassed to Second Year Students of Intermediate Level

1. Name of the student:
2. Name of the college:
3. Stream: Bi.P.C /M.P.C
4. In which language do the teachers of all subjects teach most of the lessons: English/
Telugu/Both
5. Difficult concepts in any subject are explained in: English/Telugu/Both
6. Total no. of hours devoted to English as a subject per week:

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7. Average no. of hours in a month devoted to debates/elocutions/other extra-curricular activities:
8. Do you take running notes in English class: Yes/No
9. a) Can you frame answers on your own in English / b) Do you learn by rote:
10. In which language do you interact with your teachers beyond the classroom: English/Telugu
11. a) Your percentage of marks in English in 10th----- / b) board of education
(S.S.C/I.C.S.E/C.B.S.E)
12. Your percentage of marks in English in Intermediate first year:-----
13. Are you fluent in oral skills in English: Yes/No
How do you rate yourself: above50%/above60%/above70%/above80%/above90%
14. Are you fluent in written skills in English: Yes/No
How do you rate yourself: above50%/above60%/above70%/above80%/above90%
15. Have you participated in any district/state/national level oral competition (debate/elocution):
Yes/No
(if yes, any awards-----)
16. Have you participated in any district/state/national level written competitions-essay writing:
Yes/No
(if yes, any awards-----)
17. Has English been a decisive factor any time to hamper your overall percentage in 10th or 11th:
Yes/No
18. Did you have the habit of reading story books in school: Yes/No
(if yes, how many per week?-----)
19. Are you still reading story books: Yes/No
(if yes, how many per week?-----)
20. If you don't read books, do you at least read the English newspaper: Yes/No
21. What do you wish to become? Civil servant/Engineer/Doctor/Teacher/others

22. Do you miss all those literary activities that you had in school: Yes/No
23. In which language did you interact with friends in school: English/mother- tongue
24. In which language do you interact in college with your friends: English/mother-tongue
25. Do your teachers encourage speaking in English inside the classroom: Yes/No
26. If you have to speak in English with your teachers, do you fumble: Yes/No
27. Do you think extracurricular activities literary/cultural/sports in Intermediate level would help in all round development of your personality: Yes/No
28. Do you think that you have a flair for English Literature: Yes/No
29. Do you think that English is being neglected now: Yes/No
30. Do you feel that a person with fluency in English has higher confidence levels compared to his academic peers: Yes/No
31. Do you agree with your parent's view that only Science Subjects/Professional courses would pave the way for a brighter future: Yes/No
32. Have you ever felt that emphasis on the Sciences at the cost of English in Intermediate level will be really beneficial to you in future endeavors: Yes/No

Statistical Techniques and Packages

To analyze the data, some statistical tools such as descriptive statistics with frequencies and factor analysis are used to bring out the best possible results. The software used to analyze the data is SPSS (Statistical Package for The Social Sciences). In the present analysis after filtering out of 300 samples, 100 samples belonging to different junior colleges of Visakhapatnam including Bi P.C & M.P.C streams have been taken into consideration.

Q4.Language used by teachers to teach most of the lessons:

	Frequency	Percent
English	22	22

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E/T	58	58
Telugu	20	20
Total	100	100

It is observed that Intermediate students who have been listening to lessons in English are 22%, students taught in Telugu are 20%, whereas majority of the students, around 58% listen to lessons both in Telugu and English. According to Stephen Krashen, an expert in the field of linguistics from the University of Southern California specializing in theories of language acquisition and development, a student can acquire proficiency in English as second language only when he is interested in the subject and uses the language as a medium of instruction.

Q.5 Difficult concepts are explained in which language by the teacher:

	Frequency	Percent
Valid English	22	22
Telugu	43	43
Both	35	35
Total	100	100

Here, it is noticed that the students who are explained difficult concepts in English by the concerned subject teachers are 22%, in Telugu 43%, in both languages 35%. So majority of the students are explained difficult concepts in regional language by the concerned subject teachers.

Q.6 Total no. of hours devoted to English as a subject per week at Intermediate level:

	Frequency	Percent
Two hrs	62	62
Three hrs	38	38
Four hrs	0	0
Five	0	0
Total	100	100

From the above analysis, it is found that majority of the students, 62% say that at Intermediate level they spend two hours per week on learning English as a subject. On the other hand, one of the greatest linguists of all times, Noam Chomsky asserts that language is natural and there are four major skills that a learner of a foreign language needs to master: listening, reading, speaking and writing. A language can be enriched only when all the four skills (LSRW) are simultaneously developed.

Q.7.Average no. of hours in a month devoted to debates/ elocutions/ other extracurricular activities:

No. of hours	Frequency	Percent
2 hrs	6	6
1hr	6	6
0 hr	88	88
Total	100	100

Usually it is said that a language can be enriched only when all the four skills are simultaneously developed. If one is a good listener, he is a good speaker, and if he is a good reader, he is also a good writer. The above table conveys that majority, 88% students respond to the above question by saying that 0 hour in a month is spent on Just A Minutes, group discussions, debates, elocutions and other extra-curricular activities. They are unfortunately not provided with any of the above platforms to improve their English language.

Q.8.No. of students take running notes in English class:

	Frequency	Percent
Valid Yes	22	22
No	78	78
Total	100	100

From the analysis, it is observed that majority of the students, 78% don't take running notes in English class as they are provided with study material in English language and grammar to refer to. Students as a result learn answers and grammar from the given study material.

Q.9a.Students who can frame answers on their own in English:

	Frequency	Percent
Valid Yes	53	53
no	47	47
Total	100	100

Here it is found that majority of the students, 53% can frame answers on their own in English and 47%are not confident about framing their own answers in English. There isn't much of difference between students who can frame answers in English on their own and those who can't.

Q.9b. Students who learn answers by rote learning method:

	Frequency	Percent
Valid Yes	78	78
No	22	22
Total	100	100

From the above analysis, it is found that most of the students,78% learn their lessons by rote whereas 22% of the students try to understand the concept and thereby not given to rote learning methods.

Q.10.In which language do the students interact with their teachers outside the classroom:

	Frequency	Percent
Valid English	21	21
Telugu	66	66
Both	23	23
Total	100	100

Here it is found that the percentage of students who interact with the teachers outside the class room in English is 21%,the percentage of students who interact with the teachers outside the

class room in Telugu,66% whereas only 23% of students use both English and Telugu to talk to their teachers outside the class room.

Q.11a. Percentage of marks secured in English in 10th standard:

	Frequency	Percent
Valid 50%	2	2
59%	2	2
60%	8	8
61%	2	2
62%	2	2
70%	20	20
75%	2	2
76%	2	2
78%	6	6
80%	32	32
82%	6	6
85%	2	2
87%	2	2
90%	8	8
94%	4	4
Total	100	100

The above table shows that majority of the students,32% have secured 80% of marks in English in their 10th standard, whereas 10% have secured between 81% to 90% of marks in English and around 12% have got above 90% of marks in English.

Q.11.b. Board of Education in 10th class:

	Frequency	Percent
Valid S.S.C	62	62
I.C.S.E	13	13

C.B.S.E	25	25
Total	100	100

From the analysis, it is found that majority of the students have completed their 10th class from S.S.C board , around62%, from ICSE board 13 %and from CBSE board 25%.

Q.13.No. of students fluent in oral skills of English:

	Frequency	Percent
Fluency Above 50%	43	43
Above 70%	35	35
Above 80%	12	12
Above 90%	10	10
Total	100	100

From the analysis, it is found that 57% of the students are fluent at oral skills of English and remaining 43% are not so fluent in communicating in English. As a result a student who is not fluent in English has lower levels of confidence compared to his academic peers and on the other hand a student who can express himself fluently has definitely an edge over others.

Q.14.Students fluent in written skills of English:

	Frequency	Percent
Valid Yes	59	59
No	41	41
Total	100	100

Similarly from the above analysis, it is found that students who are fluent in written skills of English are 59%, and not so fluent are 41%. It is found that learning of English at the Intermediate level only aims at scoring and does nothing to improve their language learning skills.

Q.16.Students participated in any district/state/national level written competitions like essay writing:

		Frequency	Percent
Valid	Yes	7	7
	No	93	93
	Total	100	100

The above analysis, it is found that the students who have not participated in any written competitions held at the district level are 93% and have very limited exposure, whereas only 7% have participated in essay writing competitions held at the district level.

Q.18.Students who have a habit of reading story books at the school level:

		Frequency	Percent
Valid	Yes	12	12
	No	88	88
	Total	100	100

The analysis given above shows that 12% of the students have the habit of reading story books at school level whereas 88% of the students don't read story books. The students at the Intermediate level are usually taxed heavily by the regular syllabi and they hardly get time for relaxation. There is no inclination found among them for general reading or enjoying a good book. Whatever little time that they get is spent on watching television, movies, playing video games by lazily lying on a couch. Thus the idea of enjoying a good book has been lost. A language on the other-hand can be enriched only when all the four skills, reading, writing, speaking and listening are simultaneously developed.

Q.21.What does the student wish to become in future?

		Frequency	Percent
Valid	Civil-servant	7	7

Engineer	68	68
Doctor	24	24
Teacher	1	1
Total	100	100

From the above analysis, it is found that the students who wish to become civil servants are 7%, engineers 68%, doctors 24%, teachers 1%. Majority of the students wish to become engineers and doctors but they need to realize the importance of languages which improves their communicative skills, inculcates and enhances soft skills

Q.23&24. In which language does you interact with friends at school & college level:

	Frequency	Percent
English	24	24
Mother-tongue	76	76
Total	100	100

From the above analysis, it is found that the students who interact with friends at school and college level in English are 24%, whereas in mother-tongue are 76%. Thus majority of the students at the Intermediate level converse only in their mother tongue and make no effort to improve their proficiency in English.

Factor Analysis

In order to study the objective of “Why do the Intermediate students need to emphasize on English Language in Andhra Pradesh?” 10 useful variables are taken into consideration. Then to measure that there is no proper emphasis on English Language at Intermediate level by the concerned students, the following ten questions are formulated from the original questionnaire given to the second year Intermediate students.

- Do you at least read the English newspaper?(Variable-1)
- Do you miss all those literary activities that you had in school level? (Variable -2)
- Do the teachers encourage speaking in English inside the classroom?(Variable -3)
- While speaking in English to your teachers, do you fumble? (Variable -4)
- Do you think extracurricular activities literary/cultural/sports at Intermediate level would have helped in all round development of your personality?(Variable -5)
- Do you have a flair for English Literature?(Variable -6)

- Do you think English is being neglected now? (Variable -7)
- Do you agree that a person with fluency in English has higher confidence levels compared to his academic peers?(Variable -8)
- Do you agree that parents view that only Science Subjects/Professional courses would pave the way for a brighter future?(Variable -9)
- Do you agree that emphasis on the Sciences at the cost of English at Intermediate level will be beneficial in future?(Variable -10)

As Factor analysis is taken into consideration to analyze the data for the above questions, Principal Component Method is used to extract the factors. Eigen value more than one rule is used to fix the number of factors to be extracted. Then the factors are rotated by using the Varimax rotation method. The SPSS output for the above problem is given in the following tables. In data screening after giving a set of variables, SPSS always finds a factor solution nearer to the set of variables. The solution doesn't have any meaning if the variables analyzed are not sensible. Some of the popular procedures used to proceed with the factor analysis of the data set are:

- Study correlation among the variables.
- Kaiser-Meyer-Olkin Measure of Sampling Adequacy

In the correlation table, the groups of variables are shown according to their correlation with other variables and finally output the determinant value. This option is vital for testing multi co-linearity or singularity but the determinant value should be greater than 0.00001.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy is known to be a popular diagnostic measure. KMO provides a measure to assess the extent to which the indicators of a construct belong together. In other words, it measures of homogeneity of variables. As there are no statistical tests for the KMO measure, the following guidelines are suggested (by Kaiser and Rice).The table given below indicates the suitability of selected data for factor analysis. Here for each indicator Kaiser's measure of overall sampling adequacy is examined.

KMO Measure	Recommendation
≥ 0.9	Marvelous
0.80+	Meritorious
0.70+	Middling
0.60+	Mediocre
0.50+	Miserable
Below 0.50	Unacceptable

As per the above guidelines, the KMO and Bartlett's Test table mentioned below suggests the KMO value to be 0.812, absolutely significant and suitable for factor analysis and falls in the range 0.8 -0.9. It also indicates that the data under consideration is useful as the variables are not independent.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.812
Bartlett's Test of Sphericity	Approx. Chi-Square	6339.461
	Df	190
	Sig.	.000

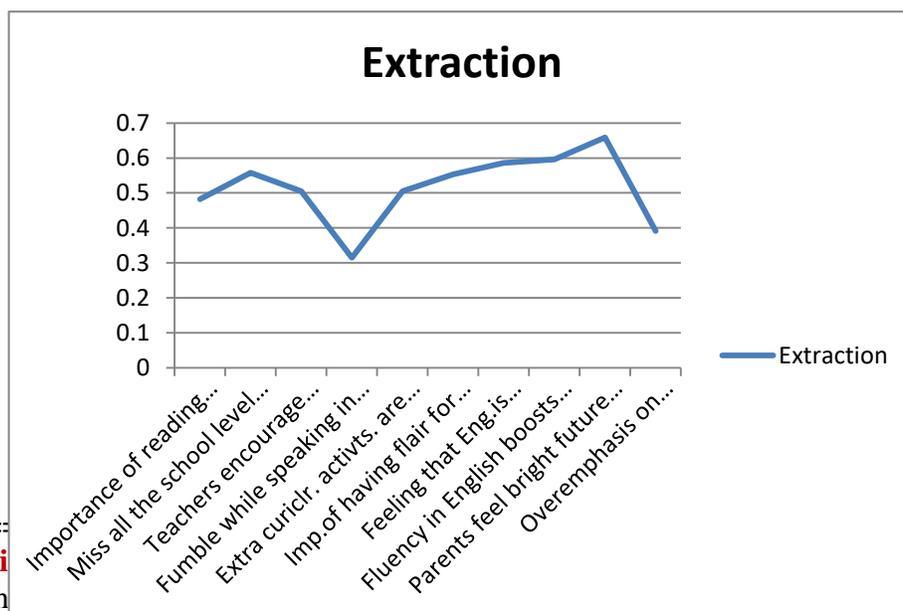
Further the Bartlett's Test of Sphericity experiments the null hypothesis, whether the original correlation matrix is an identity matrix, where variables are unrelated. Whereas in factor analysis, there has to be some relationships between variables and if the correlation matrix is an identity matrix then all the correlation coefficients would be zero. The Bartlett's Test of Sphericity here in the present analysis proves to be significant as the result indicates very small values (less than 0.5). It further states that there is probably significant relationship among the variables. Usually a significant test conveys that the correlation matrix is not an identity matrix, therefore some relationship between the variables can be expected. In addition, if a value is more than 0.10, then it indicates that the data is not suitable for factor analysis. Here the above test proves to be significant as the significance value is 0.000. It furthermore suggests in proceeding with factor analysis method. The table given below presents the proportion of variance explained by the underlying factors. After extraction, some of the factors are discarded resulting in loss of some information. The amount of variance in each variable can be explained by the retained factors represented by the communalities after extraction. The communalities table shows that all the variables have their communalities above 0.3 and the maximum communality value is 0.659.

Communalities Table

Factors	Extraction
1.Importance of reading Eng. newspaper daily	0.482
2.Miss all the school level literary activities	0.558
3.Teachers encourage Eng. speaking in classroom	0.505
4.Fumble while speaking in Eng. with teachers	0.315
5. Extra-curricular. activities. are imp .for all-round development	0.505
6.Imp.of having flair for Eng. Literature	0.553
7.Feeling that Eng. is neglected now	0.586
8.Fluency in English boosts one's confidence levels	0.596
9. Parents feel bright future is connected with professional courses.	0.659
10.Overemphasis on Sciences by neglecting Eng. is beneficial	0.391

Extraction method used -Principal component analysis

In the Total Variance Explained table given below, it is observed that there are 10 factors extracted and out of them three factors explain 54.394% of Total variation. The first Factor explains 38.830% , the second 8.743% and the third 6.821% of variation.



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Total Variance Explained^a

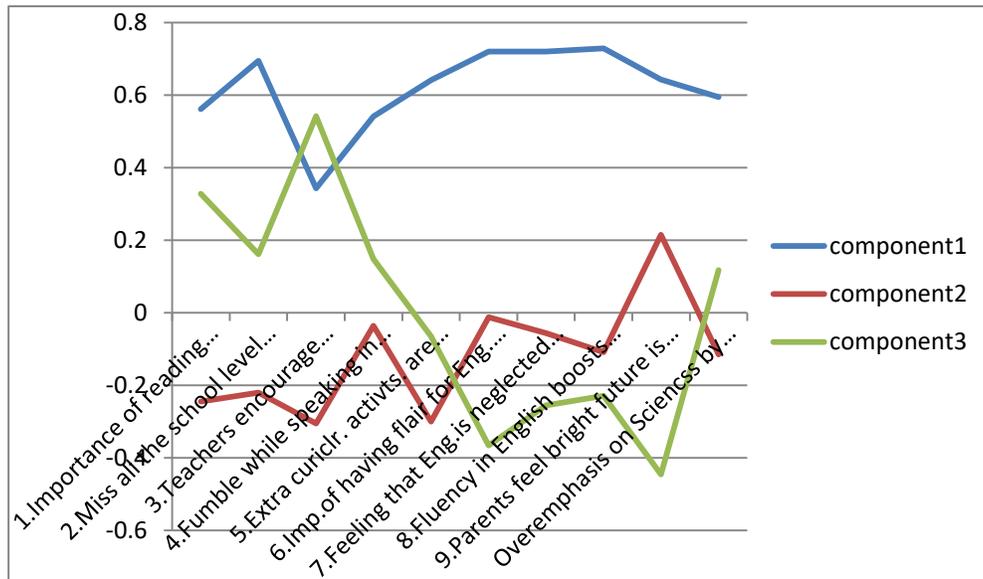
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation	
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	\
1	7.766	38.830	38.830	7.766	38.830	38.830	4.666	
2	1.749	8.743	47.573	1.749	8.743	47.573	3.461	
3	1.364	6.821	54.394	1.364	6.821	54.394	2.751	
4	1.229	6.146	60.540					
5	.948	4.738	65.278					
6	.931	4.656	69.934					
7	.769	3.845	73.778					
8	.674	3.372	77.150					
9	.643	3.217	80.368					

10	.590	2.948	83.316				
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Extraction Method: Principal Component Analysis.

Component Matrix

From the table given below on Un-rotated factor solution, 10 variables are loaded on the first factor, three loaded on the second and three loaded on to the third. As it is difficult to make an interpretation of the factors, to make it easier the factors are rotated using varimax rotation .



Extraction Method:Principal Component Analysis

- 3 components extracted.
- Only in the cases where Intermediate level is used for analysis.

COMPONENT MATRIX

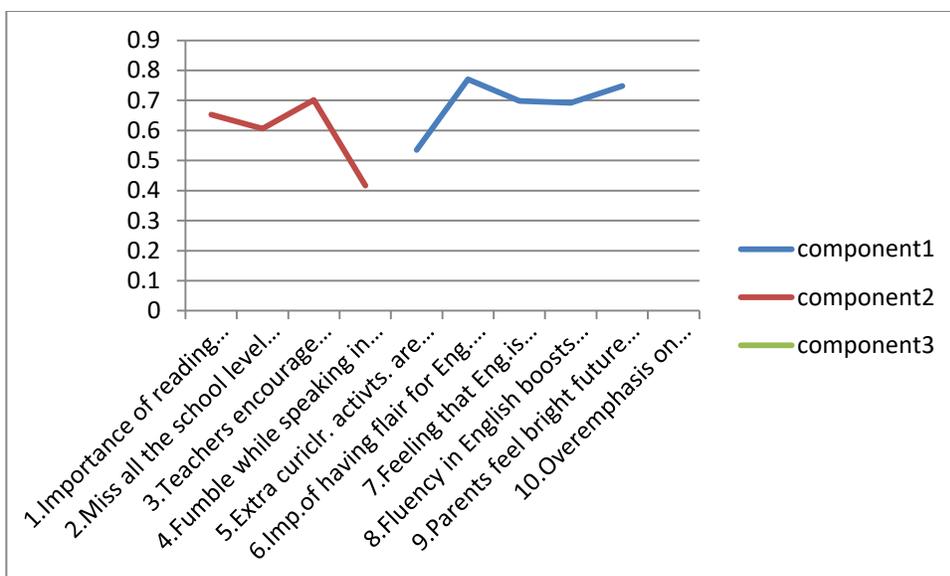
Factors	component1	component2	component3
1.Importance of reading Eng.newspaper daily	0.561	-0.245	0.328
2.Miss all the school level literary activities	0.695	-0.22	0.161
3.Teachers encourage Eng-speaking in classroom	0.343	-0.305	0.542
4.Fumble while speaking in Eng.with teachers	0.541	-0.036	0.148
5.Extra- curricular activities. are imp.for all-round development	0.641	-0.3	-0.065
6.Imp.of having flair for Eng. Literature	0.72	-0.012	-0.366
7.Feeling that Eng.is neglected now	0.72	-0.056	-0.255
8.Fluency in English boosts one's confidence levels	0.729	-0.109	-0.229
9.Parents feel bright future is connected with professional courses.	0.643	0.215	-0.446
10.Overemphasis on Sciences by neglecting Eng.is beneficial	0.595	-0.115	0.117

Further the rotated component matrix is the key output of principal components analysis. It contains estimates of the correlations between each of the variables and the estimated components. In Rotated Component Matrix the variables are partitioned into three groups and made easier for interpretation. The first factor can be treated as a show-off factor, the second factor can be treated as an entertainment factor, and the third factor can be treated as a communication factor.

ROTATED COMPONENT MATRIX

Factors	component1	component2	component3
1.Importance of reading Eng.newspaper daily		0.653	
2.Miss all the school level literary activities		0.606	
3.Teachers encourage Eng.speaking in classroom		0.702	
4.Fumble while speaking in Eng.with teachers		0.417	
5.Extra -curricular activities are imp.for all-round development	0.535		
6.Imp.of having flair for Eng. Literature	0.77		
7.Feeling that Eng.is neglected now	0.698		
8.Fluency in English boosts one's confidence levels	0.692		
9.Parents feel bright future is connected with professional courses.	0.748		
10.Overemphasis on Sciences by neglecting Eng.is beneficial		0.487	

Rotated Component Matrix



Extraction method: Principal Component Analysis

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization

The above discussion conveys that the factors are clearly defined and these variables can be grouped into a meaningful factor.

- Extracurricular activities literary/cultural/sports at Intermediate level would have helped in all round development of one's personality: (0.535)
- Do you have a flair for English Literature:(0.770)
- Do you think that English is being neglected now:(0.698)
- A person with fluency in English has higher confidence levels compared to his academic peers:(0.692)
- Parent's usually view that only Science Subjects/Professional courses would pave the way for a brighter future: (0.748)

Variables loading on the second factor are mentioned below and can be loaded as a single factor.

- Do not read the English newspaper:((0.653)
- Do you miss all the literary activities that you had in school level:(0.606)
- Do the teachers encourage speaking in English inside the classroom:(0.702)

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- While speaking in English to your teachers, do you fumble(0.417)
- Emphasis on the Sciences at the cost of English in Intermediate level, will not be beneficial in future: (0.487)

Conclusion

According to the Statistical analysis obtained through the questionnaires given to the students at the Intermediate level it is found that their emphasis on English is poor. At their level, around 75% of the students neglect the study of English Language and prefer to concentrate more on subjects related to Science with the sole aim of getting admission into professional courses of study. As the EAMCET (Engineering and Medical Common Entrance Test) examination conducted in Andhra Pradesh that these students are required to take in order to gain admission to professional courses like engineering or medicine does not include English as one of its components, has further added to their negligent attitude towards English Language.

Firstly the people at the helm of affairs also contribute to this attitude of negligence by giving little importance to English as a subject and not including it as one of the components in the entrance examinations. The academicians should include English in all the entrance examinations to professional courses as it is the only language of instruction in all the specialized courses. It is high time that they really need to put in more thought while framing the curriculum and add more of value based literature along with language to mould the students from being self centered, automatons to more civic and responsible human-beings by developing necessary life skills in them.

Secondly it is found that they lack the necessary English language skills needed for comprehension of a particular concept. They also face difficulty in constructing grammatically correct sentences. As a result they lack confidence while communicating to the other person in English. Although some students have the requisite knowledge in their technical fields, they fail to convey the same due to poor language skills, both written and oral. The junior colleges over emphasize only on core subjects and do not provide a platform for the students to improve their English language and soft skills. Due to time constraint they do not conduct any Debate, Elocution and Extempore, Group Discussions or JAM (Just-A-Minute) sessions that encourage the use of English LSRW skills. Almost 88% of the students are not motivated or encouraged to read books, journals and

Dailies in English. This would have helped them in keeping themselves updated with the recent developments in their respective fields.

The third roadblock faced by the students at the Intermediate level is that they resort to rote learning method, almost 78% of them, whereby, they are not really concerned whether or not they have understood the concept. The emphasis is only to get marks in the qualifying examination. To add to this they are taught English towards the end of an academic year for fifteen to twenty days and then made to learn the answers from the given study material and replicate the same in the exams with a view to score high marks in order to get better grade points in their board examinations.

Fourthly the students at Intermediate level almost 76% converse only in their mother tongue and make no effort to improve their proficiency in English. The teachers handling various subjects at the Intermediate level teach in their regional language. Even the English teachers go to the extent of teaching the subject of English in Mother tongue. They do not particularly encourage their students to speak in English or read books written in English, and add to the problem of learning English. While the medium of learning is English, their speaking skills do not develop much since their exposure to English is very poor, both in the classroom as well as with their peers. Even at their homes, they do not get an opportunity to improve their English language skills as they converse in their mother tongues with their families. In the classrooms, while the lessons are being taught, the students do not get a chance to read the text aloud and improve their reading skills because of the time restraint placed on the teacher to complete the syllabus in time.

Fifthly even when it comes to written skills, they face problems of writing grammatically correct sentences and are unable to write even a letter by themselves. Their writing is restricted to the answers that are expected of them from the study material given to them on each subject. Due to this, such students find themselves at crossroads being unable to go beyond their academic curriculum. They fail to apply LSRW skills to real life situations and develop feelings of inferiority with a belief that they lack the ability to excel in a particular field due to poor English Language skills.

Besides these, there are several other reasons related to not emphasizing on English language properly by the Intermediate students. i) Lack of flair for English Literature on the part of a student acts as a road block, ii) A student being

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not fluent in English has lower levels of confidence compared to his academic peers, iii) Lack of extracurricular activities literary/cultural/sports at the Intermediate level hamper the all-round development of one's personality, iv) Most of their parents view that science subjects/ professional courses would pave the way for a brighter future for their children and as a result encourage them to emphasize more on science subjects, v) Not reading English newspaper daily is harmful to them, vi) teachers' not encouraging them to speak in English in the class room with peers and teachers is always harmful, vii) They all miss the literary activities that they had in school level viii) and they fumble while communicating with others due to lack of command on English Language. They are required to focus on these factors to improve their command on English language. ix) All of them share the same feeling that English is being neglected now and x) emphasis on the Sciences at the cost of English in Intermediate level is not beneficial to them in the long run. Finally such kind of learning at the Intermediate level only aims at scoring and does nothing to improve their language learning skills

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