



SPELLING ERRORS OF FIRST – GENERATION LEARNERS OF 12TH CLASS IN RELATION TO THEIR SOCIO ECONOMICS STATUS

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ABSTRACT

The present study was an attempt to examine the spelling errors of First – generation Learners in relation to their Socio-Economic Status. For this study students of 10+2 level were taken from Ferozepur District. Socio-Economic Status Scale (Urban) by Dr. Gyanendra P. Srivastava and the investigator had prepared a diagnostic test on the basis of four types of spelling errors was used to collect the data. The data was analyzed by employing Mean, SD, t-ratio and ANOVA. The study revealed that non- first-generation learners commit less errors in spellings as compared to first- generation learners. The present study also shown that first generation learners belonging to high Socio-Economic Status commit less errors as compared to first first generation learners belonging to low Socio-Economic Status. The Study also revealed that there is a significant relationship between spelling errors and Socio-Economic Status of first generation learners.

KEYWORDS

INTRODUCTION

Language is a means of communication. It is a medium through which through which thoughts and feelings are expressed. Language is a important constituent of human interaction. Human activities, cultural activities and experience are transmitted from one generation to another with language. Communication of thoughts and flow of ideas from one person to another is one of the main functions of language. Communication through speech require correct pronunciation and intonation. Speech is probably the greatest asset of man, one thing that differentiate him from animals. Teaching and learning of English Language is mainly concerned with the printed or written words in India. People fail to recognize the importance of spoken language especially English. It is the language which helps one to express his or her feelings, emotions, joys and sorrows. It helps in developing relationships and allows us to share our problems, suggestion and plans. Language is the most important aspect in the life of human beings. The word 'language' has been derived from Latin word 'lingua'. But there is another meaning to language "what carries a message from one human mind to another". Neither an individual nor a society can function without language. Language is only a vehicle of literature. It shows something of the mentality of those who speak it. It is a mirror of thoughts. Language is the vehicle, of human culture and civilization. Without language all the cultural human experience would be rendered insignificant. Without language a human society would be unthinkable and Human thoughts would be non communicable.

DEFINITIONS

According to Noam Chomsky (1957), "A language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements".

According to Bloch and Trager (1942), "A language is a system of arbitrary vocal symbols by means of which a social group co-operates".

FIRST GENERATION LEARNERS

First - generation adolescent learners are the adolescents whose generation has gone to school or college for the first time. Their parents, either father or mother even grandparents (maternal and paternal) has not gone through any formal education up to the primary level or are illiterate. First - generation learners are one of the most disadvantages groups of Indian society. Illiterate parents, explosion of population, religious rigidity, poor economic conditions, remote village areas and sex discrimination in traditional and orthodox village societies are the major factors which hinder the development of the first- generation learners.

Various research studies reveal that home background and cognitive home ability variable have been unfavorable to first-generation learners. Muddar and Mrinal (1987) reported that adolescent first generation learners were less assertive in comparison to non first generation learners. Their family background was very poor. Education is a critical factor in development. Currently illiteracy and ignorance is hampering the process of development.

SOCIO ECONOMIC STATUS

Socio-economic status is a measurement designed to approximate the relating level of income and social privilege of a household and their access to certain economic and social resources. Socio-economic status (SES) is cited in much of the literature on youth and education as a key variable related to differences in youth outcomes. Access to resources is expected to have an impact on children's life, development and transition as it affects things like access to high quality education indicating post secondary education, access to other learning resources (people, places and things)and availability of personal contact in a lay man's way of thinking would be simply refer to the hierarchical stratification as the society in to three main categories viz, high, middle, and low. Socio-economic status refers to cluster of factors including occupation, qualifications, income, culture Influence, religion, political set up, family relationships and living standards.

DEFINITIONS

According to Stephen (1959) "Socio-economic status consists of a cluster of factors which include occupation, income and cultural features of home".

According to Good (1973), "social and economic status is the indicative of both social and economic position of an individual or a group".

NEED OF THE STUDY

English is now the most widely used language in the world. In India English plays leading role in the field of education, administration, Business, Industry etc. In today's worlds written world is growing more and more common with the fairly recent introduction of text, Messaging, E-mail, I.M service and social networking etc. Spelling system of English language is very complex resulting in Enormous problems and confusion for learner of language. One among the reason is that pronunciation of English words do not match with the spelling of other Indian languages like Hindi, Punjabi and Urdu etc.

As the investigator herself got experience of teaching English at

school level during which she found that learners have considerable problems with English spellings. That is why she was interested in taking up this study.

OBJECTIVES

- 1.To Know the nature of spelling errors of first- generation learners of +2 class.
- 2.To study the socio – economic status of first – generation learners.
- 3.To study the relationship between spelling errors and socio-economic status of first-generation learners.

HYPOTHESIS

- 1. Personal data sheets were used to collect data.
- 2. The investigator had prepared a diagnostic test on the basis of four types of spelling errors.
- 3. To know the socio-economic status, Socio-Economic Status scale (Urban) by Dr. Gyanendra P. Srivastava was employed.

RESULTS AND DISCUSSION

Table 1 Showing difference in the spelling errors of First-generation Learners and Non First-generation Learner

Group	F	Mean	S.D	S Ed	t-value
First-generation Learner	100	32.70	6.63	0.95	7.85
Non first-generation Learner	100	25.24	6.82		

Table 1 shows the difference in mean of spelling errors of first generation learners and non first generation learners. The t-value for the difference between means is 7.85 which is highly significant at 0.01 and 0.05 level of significant. It is clear from the table that non-first –generation learners commit less errors in spelling as compared to first-generation learners.

Thus the hypothesis that there is no significant difference in spelling errors of first-generation learner and non-first – generation learner is rejected.

Table 2 Showing difference in the spelling errors of first-generation learners belonging to high Socio-economic status

Group	F	Mean	S.D	S.Ed	t-value
First- generation learners belonging to high socio-economic status	37	22.27	5.29	1.21	4.49
First- generation learners belonging to low socio-economic status	63	27.71	6.78		

Table 2 shows the difference in mean of the spelling errors of first-generation learners belonging to high Socio-economic status and low Socio-economic status. The t- value for the difference between means is 4.49 which is highly significant at 0.01 and 0.05 level of significance. It means that frist generation learners belonging to high Socio-economic status commit less error as compared to first-generation learners belonging to low Socio-economic status.

Thus,the hypothesis that there is no significant difference in spelling errors of high Socio-economic status and low Socio-economic status first-generation learners is rejected.

Table 3 Showing Co- efficient of co-relation between spelling errors and Socio-economic status of first-generation learners

Sr. No.	Variables	F	r-value
1.	Spelling Errors	100	-0.34
2.	Socio Economic Status	100	

Table 3 shows the value of Co-efficient of co-relation between spelling errors and Socio-economic status of first-generation learners is -0.34, which is significant at 0.01 level of significance. It shows that there is negative and significant relationship between spelling errors and Socio-economic status.

Hence the hypothesis3 that there is no significant relationship in spelling errors and Socio-economic status of first-generation learners is rejected.

CONCLUSIONS

1. From the results we can say that almost all the students have committed errors in 'English Spelling Error Test' but from their percentage it can be said that less than half of students have committed less errors whereas a few have committed more errors in the 'English Spelling Error Test'. It may be inferred that the main cause of all the errors may be the lack of knowledge of the relationship between sounds, written symbols of language and faculty pronunciation of students.

2. On the verification of the first hypothesis entitled, "There is no significance difference in the spelling errors of first-generation learners and non-first-generation learners." The obtained t-value showed that the difference is quite significant. It is found that non-first-generation learners committed less errors in the spelling errors test as compared to first-generation learners. It can be inferred from the results that educated parent tend to give particular attention to their children in learning English language. They themselves being familiar with basics of English help their children to improve English. They may also help them in learning correct spelling. Thus non first-generation have strong hold over the basic skills of English language including spellings.

3. On the scrutiny of the second hypothesis, "There is no significant difference in spelling errors of high socio - economic status and low socio-economic status of first-generation learners," the obtained t-value is significant at 0.01 level of significance. The researcher concluded that the first-generation learners belonging to high socio-economic status are less prone to commit errors in the spelling error test as compared to those who belong to low socio-economic status. An interference may be drawn that parents' belonging to high socio-economic status laid more emphasis on English language and they can provide facilities for the students favourable for the development of the basic skills of language including skills.

4. On the verification of the third hypothesis "There is not a significant relationship in spelling errors and socio-economic status of first-generation learners" The value of 'r' has been found to be -0.34. it shows negative correlation. It is concluded that there is a significant relationship in spelling errors and socio-economic status of first-generation learners. It can be due to the fact that parents with good socio-economic status try to provide facilities and amenities to their children at home to learn English. Till today, English is a language of social status. Through a myth, people want to hold their head in society by boosting about their children knowing English. So they make their children learn listening, speaking and writing English at home also. Some time private tuition and coaching's are also arranged by parents and the result is les error by the students.

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