

# A Study on Poor Academic Achievement in English Subject of School Students with Special Reference to Golaghat District, Assam, India

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**Abstract:** *English is a global language. People from each corner of the globe can understand this language and can share their feelings via this language. But in India, regarding English Language a poor attitude has been showing by the people. Most of people treat this language as a foreign language and influence of Britishers. As its outcome it can be seen poor performance in academic achievement also. Students hesitate to speak and write their ideas and thoughts in English language. In this study it is tried to study about the poor achievement in English as well as its remedial measures to develop a positive attitude and better academic development of students.*

**Keywords:** Poor, Academic, Achievement, English, Subject

## 1.Introduction

The development and progressiveness of a nation is dependent largely on the quality of education provides by the respective nation. Therefore, it is necessary to provide quality education so that learners become adjustable and cooperative in every situation of the society. Language development is also the part of quality education. Because by the help of language learners will be able to exchange their ideas. It should be the concerned of educational institutions to develop languages from the early stage of children life. According to the great linguistic Noam Chomsky, "Children have an innate capacity to acquire any language". He called it as LAD (LANGUAGE ACQUISITION DEVICE). At the early age of life, children begin to speak in mother tongue. They are trained by listening and speaking which is available in the environment. In our country it is necessary to develop a positive attitude towards English language along with the mother tongue, because English is a global language that helps a person to cope up with every place in the world. In our country it is very important to make our students aware on their language development. The problem of speaking and writing of English Language led to poor academic performance of children. The purpose of this study is to find out the causes of poor academic achievement in English Language and also tries to give some remedial measures for improvement of this problem.

## 2.Literature Survey

N. Hayati accomplished "A Study of English Language Learning Beliefs, Strategies and English Academic Achievements of the ESP Students of STIENAS Samarina". The result of the study clearly indicated the existence of beliefs about English Language learning strategy in the first year college students majoring Management in STIENAS Samarinda in the academic year 2014-15.

Dr. Abdallah Hussein El-Omari conducted "A Study of Factors Affecting Students' Achievement in English Language Learning". This study revealed there were some factors like attitudinal factor, Socioeconomic factor, Social Factor, Extracurricular factor etc. These factors affected on English Language Learning.

D. Murphy had done a study on "The Academic Achievement of English Language Learners". This study also revealed the achievement gap between English Language Learner and Non English Language Learner.

Brita Bostad, Steohanie Cwikla & Jacob Kienzle conducted "An Action Research on Success of English Language Learners: Barriers and Strategies". This study found out lack of reinforcement, improper utilization the resources, lack of parents engagement were the main barriers in Success of English Language Learners.

## Objectives of the Study

1. To study the academic performance in English Subject.
2. To find out the reasons behind the poor achievement.
3. To develop a positive attitude of students towards English Subject.

## 3.Problem Definition

**Poor Academic Achievement in English Subject:** Poor academic achievement in English Subject means the weak performance in English subject by the students in their examinations. Though English is a compulsory subject from the elementary stage but still students cannot adapt it as simple as MIL. Therefore, phobia for English increases day by day and at last as an outcome Poor Achievement can be seen in this particular subject.

## Delimitation of the study:

This study has been delimited within the students of Govt Schools of Golaghat Town Area. These schools are situated

in Golaghat District of Assam. And Assam is a north-eastern state of India.

#### 4. Methodology

The researcher has adopted Normative Survey Method for the study. In the present study the researcher had taken total 80 students randomly as the sample of study. The researcher had used questionnaire and observation tool for collection of data. Both of primary and secondary sources were used to collect relevant data for the study.

#### 5. Findings of the Study

1. At the preliminary stage the researcher observed the academic performance of the sample in unit tests, half – yearly examinations and found most of students were weak in English subject.
2. The researcher found that appropriate method like inductive method for grammar was not used in teaching English.
3. The researcher also found that no individual attention paid by the teachers in classroom interaction. There was lack of discussion, mutual communication between teachers and learners that led to grow negligence for the subject English. 80% of students had phobia for English. They treated English as a different subject and never tried to study or learn it well.
4. In all the schools grammar classes were not taken regularly and students were deprived to acquire grammatical knowledge efficiently.
5. Students were not interested to attend remedial classes regularly. They even felt hesitation to express their doubts on English Subject.
6. Almost 90% of Students did not visit library regularly, because there was no any library period was allotted in the class routine.
7. The researcher found 85% of students were agree that there was lack of using appropriate Teaching Learning Material in the classroom interaction.
8. The researcher found that most of teachers did not encourage their students to cooperate and communicate in English Language.
9. There were lack of reinforcement, parent involvement, socio-economic status, social factors standing as a barrier in English Language Development.

#### 6. Suggestion

After undertaking this study the investigator put forwarded some suggestions and recommendations on the basis of the findings of the study:

1. The method of teaching should be changed for teaching English. Appropriate methods like Direct method for prose section and Inductive method for grammar section should be applied. Translation method should be avoided by the teachers.
2. Remedial Classes should be provided to decrease problems in English. It helps the students to confess their problems and clear their doubts.

3. Grammar classes should be included in the class routine on regular basis, at least thrice in a week.
4. Students should be encouraged to study supplementary study materials in English language such as magazines, novels, poems, articles etc. These will develop students' study habit as well as understanding capability also.
5. Library classes should be compulsory. Library should be well equipped so that it attracts students and to visit regularly. Library should store variety books which are interesting for the learners.
6. Professionally Trained Teachers and experienced teachers should be appointed to make teaching-learning process effective.
7. Different co-curricular activities should be incorporated with the curriculum. It is necessary to give preference more on the development of English language through some recreational activities like debate competition, seminar, quiz, creative writing on Education.
8. Purposeful Teaching Learning Material should be used to attract students and develop their understanding skill.
9. Audio visual aids should be used in classroom teaching. Through these aids teacher can show meaningful English Documentaries.
10. Listen to Audio podcast should be suggested by teachers. It will help in eradicating mispronunciation.
11. Parents should be aware to motivate their child towards learning a new language besides the Mother Tongue
12. Social Barriers like some beliefs, myths etc should be removed from the mind of native people.

#### 7. Conclusion

In conclusion it can be said that now a days in globalized society the people have to know the English language to be well-versed in communicating with others. It also has been noticed that English is getting priority and becoming an efficient language as well as medium of higher education. In the present it is found that there were so many lacks and problems in school education for which our students show low performance in this subject. They did not have any urge to learn English because of less motivation, encouragement and phobia or mental block. Therefore, it is very important responsibility of The Authority of the schools to inspire learners to deal with English and its phobias.

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