Memory and English Language Achievement

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ABSTRACT　English is the language of preference in the globalized world. Global communicational technological era needs a language which can link all over the world with one language. In this global need English language has been proved fruitful to fill the gap of communication. Knowledge or learning of English is not depended on any one or specific factor, its learning includes various factors or causes which affect this directly or indirectly. Thus the present paper deals with the relationship between memory; that is one mental ability, and achievement in English language.

English is described as window on rapid progress of technology and scientific knowledge that is constantly taking place in the world. For a country, constant touch with the outside of the world it is absolutely necessary to bring about the changes in the field of agriculture, telecommunication, transport and media etc. all of these are based on the knowledge of English. We can not frame our engineers, doctors and researcher in the lack of English. English is the way by which we can bring scientific discoveries at our door steps and poverty can be removed creating jobs in different fields of science and technology.

In India English is taught as second language. The form second language is used because it

has become lingua-franca between speakers of widely diverse language. English is the mother language of almost 300 million peoples in the modern world.

Acknowledging the importance of English, *University Education Commission (1948)* reported that it is a language which is rich in literature – Humanistic, scientific and technical ; unable to have access to this knowledge our standard of scholarship would deteriorate and our participation in the world movement of thought would become negligible. English is only means of preventing our isolation from the world. *Dauli and Yahiya (2008)* says who are not adequately trained in English as language are always handicap in the modern world.

As in different mood of explanation we find the importance of English. Now one question arise in the mind that what are the factors which affect the learning of English. In the search of this question various researches has been conducted as *Ruchi Dubey (2011*) in her study found that classroom climate ,academic motivation, formal reasoning and intelligence correlates significantly with English achievements. *Ishaq Abdul Karim(2013)* has found that male and female adult do differ significantly in English language reading ability.

Above studies establishes the relationship between different mental abilities and achievements. But these researches shows the gap because some important mental abilities are not explored with English language achievement. With the thirst of this zeal researcher has decided to see the relationship with English language achievement and memory.

So the researcher felt the need for further exploration of this question question :

1) Does any relation exist between memory and achievement in English language?

Definition of Key Terms :

Memory : In psychological terms, the faculty of mind which store the past experiences or learning and to produce them for use when required at a later time is known as "Memory".

Achievement in English : Achievement is the measure of knowledge and skills that individual learns in a relatively well defined area through formal or informal educational experiences. In encompasses students ability and performance in English language Achievement Test.

Objectives :

Objectives of this study are as follows :

1. To find out the relationship between memory and achievement in English language of male and female students.

2. To find out the relationship between memory and achievement in English language of science and arts students.

3. To find out the relationship between memory and achievement in English language of science boys and arts boys students.

4. To find out the relationship between memory and achievement in English language of science girls and arts girls students.

Hypotheses :

In order to attain the mentioned objectives on the basis of data analysis following hypotheses have been tested.

1. There is no significant relationship between memory and achievement in English language of male and female students.

2. There is no significant relationship between memory and achievement in English language of science and arts students.

3. There is no significant relationship between memory and achievement in English language of science boys and arts boys students.

4. There is no significant relationship between memory and achievement in English language of science girls and arts girls students.

Delimitations :

1. This study deals with the Gorakhpur (UP) city.

2. Only UP Boards students have selected for this study.

3. This study has been conducted on intermediate (12th class) level students.

4. Male and female both group has taken for the study.

5. Only science and arts group students constituted this study.

Methodology :

The present study has been conducted on the sample of 20 male and 20 female students of each of the group. To find out the relationship between variables, correlation of coefficient has used.

Interpretation, Analysis and Discussion:
Table 1.1
Number of students from different group

	Group	No. of students		Total
		Male	Female	
1.	Science	20	20	**40**
2.	Arts	20	20	**40**
	Total	**40**	**40**	**80**

Objective no.1: To find out the relationship between memory and achievement in English language of male and female students.

Table-1.02

Showing the relationship between memory and achievement in English language of male and female students

Group	N	Value of correlation
Male Students	40	.49**
Female Students	40	.51**

  **Significant at .01 level

Table shows that the value of correlation between memory and achievement in English language for male and female students of class XII are .49 and .51 respectively and both are significant at .01 level. So the null hypothesis can be rejected. This means that memory is positively related to achievement in English language for male and female students.

Objective no.2: To find out the relationship between memory and achievement in English language of science and arts students.

Table-1.03

Showing the relationship between memory and achievement in English language of science and arts students

Group	N	Value of correlation
Science Students	40	.61**
Arts Students	40	.57**

  **Significant at .01 level

Table shows that the value relation between memory and achievement in English language for science and arts students of class XII are .61and .57 respectively and both are significant at .01 level. So null hypothesis can be rejected. This means that memory is positively related to achievement in English language for science and arts students.

Objective 3.: To find out the relationship between memory and achievement in English language of science boys and arts boys students.

Table 1.04

Showing the relationship between memory and achievement in English language of science boys and arts boys students

Group	N	Value of correlation
Science Boys	200	.62**
Arts Boys	200	.53**

**Significant at .01level

Table shows the value of correlation between memory and achievement in English language for boys science and boys arts students of class XII are .62 and .53 respectively and both are significant at .01 level. So null hypothesis can be rejected. This means that memory is positively related to achievement in English language among boys science and boys arts students.

Objective 04.: To find out the relationship between memory and   achievement in English language of science girls and arts girls students

Table 1.05

Showing the relationship between memory and achievement in English language of science girls and arts girls students

Group	N	Value of correlation
Science girls	20	.59**
Arts girls	20	.65**

**Significant at .01 level

Table shows that the value of correlation between memory and achievement in English language for science girls and arts girls students of class XII are .59 and .65 respectively and both are significant at .01 level. So null hypothesis can be rejected. This means that memory is positively related to achievement in English language among girls science and girls arts students.

Conclusion:

On the basis of finding following conclusion have drawn:

1. Correlation between memory and achievement in English language for male students is .49 while it is for female students is .51. Thus it is clear that memory is positively correlated to achievement in English language among male and female students.

2. Correlation between memory and achievement in English language for science students is .61` while it is for arts students is .57. So memory is positively correlated to achievement in English language among science and arts students.

3. Correlation between memory and achievement in English language for boys science students is .62 while it is for boys arts students is .53.Thus memory is positively correlated to achievement in English language among boys science and boys arts students.

4. Correlation between memory and achievement in English language for girls science students is 0.59 while it is for girls arts is .65. So memory is positively correlated to achievement in English language among girls science and girls arts students.

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Nature does not hurry, yet everything is accomplished.

~ Lao Tzu