

## PRACTICABILITY OF FUNCTIONAL ENGLISH AMONG HIGH SCHOOL STUDENTS

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### INTRODUCTION

The teaching of language function forms part of the general movement towards communicative language teaching (Richards & Rodgers, 1986). The idea is that the function of language is to communicate. Thus, language is taught as a means of communication, not as a system of grammatical structures. 'In other words, the emphasis is on language use, rather than language usage, and a key aspect of language use are the functions to which is put by its users.

Finocchiaro and Brumfit (1983) describe the perspective that led to the development of the approach "Language was much more appropriately classified in terms of what people wanted to do with the language function... Than in terms of the grammatical items as in traditional language teaching models"

The Functions of Language include its purpose, its use, and what it does. These include the following:

1. Informative language function: communicating information, such as facts.
2. Expressive language function: reporting feelings or attitudes or evoking these feelings in the reader/listener.
3. Directive language function: using language to cause or prevent actions, such as in commands or requests.

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### NEED OF THE STUDY

The main focus is on how language function is used in real-life situations.

- To enable the learner to acquire competence in different language functions.
- To broaden the language base to enable the learner to use language effectively.

### OBJECTIVE OF THE STUDY

- ↗ To study the practicability of function English towards the learners.
- ↗ Inbuilt activities with enough guidance to the teacher and learner towards acquisition.
- ↗ To find out the significant different in various skills among the learners.

### HYPOTHESIS OF THE STUDY

- There is no significant difference in the scores of the Tamil medium and English medium students.
- There is no significant difference in the scores of the students based on fathers' education.
- There is no significant difference in the scores of the students based on mothers' education.
- There is no variation in dimensional of the various skills.

### SCOPE OF THE STUDY

The present study was focused on difficulties towards language function. It was helpful to identify the difficulties among high school students. It enables the teachers to identify and enhance the language function. It had a deeper understanding of the meaning of a word if they see the same word in different contexts. Language function work towards building a large vocabulary of words they understand without hesitation. It helps the learner to find meaningful and useful in their learning.

### LIMITATIONS OF THE STUDY

- ❖ Among the high school students, only ninth standard students were taken for the study owing to the constraint on time and the resources at the command of the investigator.

- ❖ Only limited to one school in Coimbatore district were selected for the collection of data.
- ❖ The language skills mentioned are related only with syllabus of English

## METHODOLOGY

### RESEARCH METHODOLOGY USED IN THE STUDY

This is a quantitative research. In this study the quantifiable data involving numerical and statistical explanations are used. Quantitative analysis hinges on researchers understanding the assumptions inherent within different statistical models. It generates numerical data or information that can be converted into numbers. The presentation of data is through tables containing data in the form of numbers and statistics.

### VARIABLES OF THE STUDY

Independent variables of the study:

Medium Instruction

Economical Back Ground of the Father

Scores related to Father's Education

Scores related to Mother's Education

Students Performance Based On Family type

Dimension of various skills

Dependent variable of this study:

Practicability of functional English

### AREA OF INVESTIGATION:

The investigator selected high school in and around Coimbatore city which come under Tamil Nadu Board of Education. For the present study 50 ninth standard students were selected randomly from Avinashilingam Higher Secondary School.

## THE SAMPLE

The sample selected for the present study consisted of 50 high school students of standard IX, from Avinashilingam Higher Secondary School Coimbatore. Questionnaire along with the personal data sheet were given to the students to know the influence of variables towards functional English.

## SAMPLING TECHNIQUES:

Random sampling method is that by which every item in the universe has a known chance or probability of being chosen for the study. It ensures the possibility of representative selection and a detailed study with accuracy. So the investigator selected the random sampling method for the study.

The investigator adopted random sampling for the selection of the sample. The students of standard ninth studying in Avinashilingam Higher Secondary School were randomly selected from the different class. From the each class ten students totally fifty were selected randomly to know difficulties towards language function.

## TOOL USED IN RESEARCH

The investigator selected a personal data sheet and self made tool for the research.

- Personal data sheet.
- Tool prepared by the investigator.

### 1. Personal data sheet

The personal data sheet is meant to collect the information regarding the personal details related to the study. The following are the personal variables used in the personal data sheet

(Appendix-I):

- medium of instruction
- locality
- type of schools
- parents' education and

## 2. Tool prepared by the investigator

In the present study the investigator employed the tool developed by her and arranged in an order. The inventory consists of twelve questions in order to measure the knowledge about the language function. It is constructed with paragraph type of questions. The tool also consists of the skill based on the language function.

### Activities

1. **PICTURE ANALYSIS:** write paragraph/dialogue/poem/essay of their own.
2. **TRANSLATE THE PASSAGE INTO ENGLISH:** Tamil into English
3. **TRANSLATE THE PASSAGE INTO TAMIL :** English into Tamil.
4. **ROAD MAPPING:** Direction to the destination place for a satellite map.
5. **PUNCTUATION:** Punctuate the passage.
6. **SELF EXPLANATORY:** Own explication for the given picture.

### VALIDITY OF THE TOOL

The investigator has distributed the questioner to the subject experts the peer the group and B.Ed., students of English Department and changes were made based on their suggestion. The name of the subject experts were given below:

#### Subject experts in college:

1. Dr.N.Vasuki
2. Ms. T.K.Sathyakumari
3. Dr.C.Karthik Deepa

#### Subject experts in school:

1. Mrs. Kavitha
2. Mrs. Shanthi
3. Mrs. Revathi

#### Peer group:

1. Angel Michale Raj
2. Karthigaveni

**STATISTICAL TECHNIQUE:**

The collected data were consolidated, tabulated and analyzed statistically by using the following tests.

- Mean
- Standard deviation
- Test of significance 't' test

The results and discussions pertaining to the study on "Practicability of functional English among high school students" are discussed under the following heading.

- I. Medium Instruction Of The Sample**
- II. Scores Related To The Father's Education**
- III. Scores Related To The Mother's Education**
- IV. Dimension of various skills**

**DIFFERENTIAL ANALYSIS****MEDIUM OF INSTRUCTION**

MEDIUM	MEAN	S.D	N	T -test	df
English	24.76	2.88	25	3.122	48
Tamil	20.29	6.5	25		

Significant at 1% level

T test is used to find out whether there is any significant relationship between the medium of instruction and the average scores of the children towards language functions. The calculated t value is 3.122 which is found to be significant at 1%. This shows that there is a significant relationship between the medium of instruction and the average scores of the children towards language functions.

**FATHER'S EDUCATION**

MEDIUM	MEAN	S.D	N	T -test	Df
School	22.87	5.25	43	2.989	48
college	26	3.46	7		

Significant at 1% level

Analysis of variance was used to find out whether there is any significant relationship between the education of the father and the average scores of the children towards language functions. From the above table the calculated T value is 2.989 which is found to be not significant. Hence there is significant relationship among the education of the father and the average scores of the children towards language functions.

**MOTHER'S EDUCATION**

MEDIUM	MEAN	S.D	N	T -test	Df
School	22.61	5.45	47	0.015	48
college	22.66	5.5	3		

NS- Not significant

Analysis of variance was used to find out whether there is any significant relationship between the education of the mother and the average scores of the children towards language functions. From the above table, it shows the calculated T value is found to be 0.015 which is found to be not significant. Hence there is no significant relationship between the education of the mother and the average scores of the children towards language functions.

**DIMENSION OF VARIOUS SKILLS**

DIMENSION	SAMPLE SIZE (N)	MEAN	S.D
Knowledge Skill	50	2.2	0.67
Analytical Skill	50	1.64	0.48
Synthesis Skill	50	1.8	0.57
Evaluation Skill	50	1.98	0.68

Category wise statistics which includes mean and standard deviation of all skills. Among the four different skill test used for testing the functional English development. The knowledge skill has secured the maximum mean score of 2.2 followed by the evaluation skill of 1.98, synthesis skill and analytical skills of the students comes to around 1.64 and 1.8 respectively.

**FINDINGS OF THE STUDY**

1. There is a significant relationship between the medium of instruction and the average scores of the children towards language functions.
2. There is significant relationship among the education of the father and the average scores of the children towards language functions.
3. There is no significant relationship between the education of the mother and the average scores of the children towards language functions.

**RECOMMEDATIONS**

- ⇒ Mass media like television and radio shall allocate more time on activities for language functions.
- ⇒ The curiosity of the students should be encouraged by both the teacher and parents.

- ↻ The teacher should provide more opportunities for developing language function through assignments to the students.
- ↻ The individual should be free to express his ideas instantly, spontaneously and uncritically without any inhibition.
- ↻ Teacher can make use of assigning pair/group work activities in the language classroom.
- ↻ Teacher can help students to build up their confidence in English language to enhance their language function.
- ↻ Communicative activities could help students to improve their language function.

### SUGGESTION FOR FURTHER RESEARCH

The findings from this study suggest for further research

- ❖ Improving functional English through folktales.
- ❖ Improving functional English through multi facet approach.

### CONCLUSION

The language should not be imposed upon children, as it would create hatred in their minds. Based on this study it is found that the students of standard IX are finding very difficult to practices with the language function and it may be due to the teaching methods and students' interest in the language. Teacher may try to adopt different teaching methods, instead of sticking on to one particular method.