

**A STUDY ON THE LEARNING PROCESS OF ENGLISH AND
COMMUNICATION SKILLS AT HIGHER SECONDARY STUDENTS
WITH SPECIAL REFERENCE TO RAMANATHAPURAM DISTRICT IN
TAMIL NADU**

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INTRODUCTION

Language is one of the wonderful gifts given by God to humanity. It is with the help of language that man is able to communicate and solve a number of his problems and has been able to make a lot of achievements in life. If there has been no language, it would have been difficult for man to communicate his views to fellow human beings. There would have come no educational activity into existence, there would have been no law making, no lecturing and nothing like talking, singing, writing and exchanging views and there would have been no book. That is why it is very essential for every man to learn and use a language. English is used in India as the international and link language. For various historical reasons, English has been growing in our socio-cultural setting for more than two hundred years as it is also a second language, official language and a way of expounding Indian culture and philosophy.

Indian English has proved as an effective system of communication. At the individual level, English is considered to be as a language which provides opportunity of upward social mobility for people seeking advancement in the field of socio-economic. In short, considering the present advantages of English, it becomes a necessity for all the Indians to acquire the knowledge of English. Students in schools are forced to learn English as the second language right from the beginning of their education. They have been to acquire all the basic skills to their best. The society of India is a multi lingual, multicultural and pluralistic in nature. English is the most widely spoken language in India. It is used in different environments for different purposes for understanding the environments and to maintain the social activities; one has to make use of this language. Many states in India have ignored English as a medium of instruction in schools and take the mother tongue almost in all domains. At the college level, many states have switched over from English as the medium of instruction to the regional languages. In certain

states like Tamil Nadu, the medium of instruction in colleges is both in English and the regional language. Some states have made the study of English compulsory up to graduate level. English is optional in schools and college in certain other states. There are states where the student study English but a pass in the language is not necessary to complete the course. Indian students of English language at the particular level possess a very wide range of abilities and the situation becomes still more serious and confusing when we take fact into account that English is the language for trade, commerce and higher learning.

TEACHING OF ENGLISH IN TAMIL NADU

For a long time, the language problem has been one of the major issues in this country. It is because of the fact that the states have come into being only on the basis of the language. In all educational institutions, language is given more importance. The institutions of higher learning and the research also prefer in English. According to various socio-economic and political reasons, the government has introduced Tamil as the medium of instruction. It is a fact that learning through mother tongue is easy and quicker. The people have mistaken it and they fail to realize the value of English thinking, hearing through mother tongue is easy to get filled of knowledge. Even graduates find very difficult to communicate in English with the people who come from other states in India. The real meaning and the objective of education could not serve any purpose.

When the student belongs to the stage 10 to 11 the students find it very difficult to acquire the language without basic skills. They are supposed to know the basic items when they come without basic skills. They are supposed to know the basic items when they come to VI standard. But the conditions of the present students are not so. The teachers in the high school cannot go back to the level of VIII standard and teach them basic skills of the language to bring them to the main stream of the class. Introducing the rhymes in the kinder garden levels is to make the children familiar to the speech sound of English language. These also make them improve their pronunciation skills. By the way of memorizing the rhymes, the students are able to learn the speech sounds of the target language which forms the basic units of all language.

TEACHING ENGLISH AS A SECOND LANGUAGE

Realizing the importance of English, it has been taught in the schools and the colleges as second language or third language compulsorily in India in general and in Tamil Nadu in particular English has been included as one of the subjects in school and college curriculum and also occupies as a medium of instruction in certain schools, Hence, it is the predominant tool of instruction in higher studies.

In the state board schools, English has been introduced as one of the language subjects from the third standard along with other subjects, and it is the medium of instruction in certain schools of the state board after primary education. In the matriculation schools, English is the medium of instruction in addition to the English language subject where all the subjects i.e. science, social sciences, commerce, etc. are taught through English starting from the primary education.

- To develop abilities of young learner in terms of right expression and apt communication in English,
- To develop appropriateness and fluency in both oral and written expressions,
- To enhance reading and listening comprehension ability, and

- To inculcate in the learners mind, the sense of aesthetics, appreciation, human values and administration things, beautiful and joys.

LANGUAGE SKILLS

Learning a language comprises of four skills. They are listening, speaking, reading and writing (LSRW). The former two skills are known as oral and the later two are known as literacy; both oracy and literacy form linguist. Among these four skills, listening and reading are used as the channels of receiving Information. Thus, these two skills are called as receptive skills. The remaining two skills, speaking and writing, are used as channels of sending information. Thus, these two skills are labeled as productive skills.

COVERAGE OF THE PRESENT STUDY

The present work tries to Study language skills of the students who are studying in higher secondary schools from the Urban and Rural areas of **Ramanathapuram** District. **THE GOVERNMENT HIGHER SECONDARY SCHOOL OF KAGGOOR AND D.D.VINAYAGAR HIGHER SECONDARY SCHOOL OF RAMANATHAPURAM** was selected representing Rural and Urban Variables respectively. Reason for the selection of this district is that it is a socially, economically, and educationally backward one.

PERFORMANCE OF THE STUDENTS

The performance of both Tamil and English medium students in reading comprehension has been compared on the basis of the social variables taken.

The following table shows it:

Medium of Instruction	Sex		Region		Economical Position			Parental Education	
	M	F	R	U	LIG	MIG	HIG	UED	ED
Tamil	28	22	11	30	29	10	11	28	22
English	38	32	20	50	25	33	15	48	22

It is observed that overall performance of the English medium students in reading comprehension looks better than that of the Tamil medium students. The score difference between Tamil and English medium male students is 3%, and between female students is 2%. Further, the score difference between the students of uneducated parents - Tamil and English medium is 4%. And the score difference between the students of educated parents - Tamil medium and uneducated parents - English medium students is 5%; between the students of educated parents - English medium and uneducated parents - Tamil medium is 12%. So, it is inferred that the parental education plays a vital role in the development of the reading comprehension of the students.

Further, the score difference between LIG and MIG of English medium students is 3%, difference between MIG and HIG is 5% and difference between LIG and HIG is 2%. Hence, Tamil medium students score difference between LIG and MIG is 3%, between MIG and HIG is 2% and between LIG and HIG is 2%. Further, the score difference between English medium HIG and Tamil medium HIG is 4%. So, it is evident to strengthen the point that the parental economical position too plays an important role in the development of the reading comprehension. So, it can be concluded that the parental education and economical position and

the medium of instruction significantly contribute to the learning achievement of the students especially in second language learning. However, the gender and geographical location have less influence over the process of learning reading comprehension of the students.

CONCLUSION

The present study, entitled “**A STUDY ON THE LEARNING PROCESS OF ENGLISH BY HIGHER SECONDARY STUDENTS WITH REFERENCE TO RAMANATHAPURAM DISTRICT**”, has proved its objectives on the basis of the empirical evidences. By this study, the role of the variables has been identified in the process of learning English as a second language. The results have been presented in the preceding chapters. This concluding chapter presents the findings of the present study besides presenting the hypothesis testing, remedies for the problem encountered by the higher secondary students in the process of learning English language and direction for the further studies.

SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the present study, some of the areas are identified in the same field for further study.

1. The present research has advocated some apt remedial measures to eliminate the problems encountered by the students in the process of learning English. Those remedies may be tried out in the field so as to understand viability of the remedies suggested in this study.
2. L1 influences on listening L2 and its impact on other skills of language i.e., speaking, Reading and writing. This phenomenon can be studied further.
3. Negative and positive transfer of L1 between L2 writing can be studied separately.
4. Error analysis can also be made in the process of learning speaking of English as a second language and Comparative studies can be made between the districts of Tamil Nadu with reference to communicative competence of higher secondary students in English language.

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