REVIEW OF RESEARCH

A STUDY ON THE DEVELOPMENTAL PROCESS OF ENGLISH COMMUNICATION SKILL AMONG HIGH SCHOOL STUDENTS OF PUDUCHERRY

Jeen Peter[1] and Prof. G. Singaravelu[2]

[1]Research Scholar, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.
2 Head, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.

ISSN: 2249-894X
IMPACT FACTOR : 5.7631(UIF)
UGC APPROVED JOURNAL NO. 48514
VOLUME - 8 | ISSUE - 8 | MAY - 2019

ABSTRACT:

Communication skill in English is an essential skill that is expected in all the fields in the modern time. English language is a strong weapon with which one can excel and handle situations effortlessly. In the present study the investigator explores the factors that help or hinder the developmental process in acquiring communication skill in English among high school students. Employing survey method the investigator explored the study in 300 students from 6 schools. Socio-economic status scale (standardized tool) and English Communication skill Questionnaire (Self made tool) were utilized. Descriptive analysis (Mean and Standard Deviation) and Inferential Analysis (t-test and ANOVA) were used in the present study for analysis of data. Educational implications and recommendations are provided by the investigator to understand the developmental process in schools.

KEYWORDS: *English Communication Skill, High School Students.*

INTRODUCTION

Among the basic language skills, English communication skill is an essential key factor in almost all the fields in the modern times. Communicating effectively and that too in a language which is foreign to us is something indispensible. Teaching English communication skill will improve the confidence of the student. They understand their self esteem.

REVIEW OF LITERATURE

Nukesh Yellapu (2010) discusses about the various factors which make English as a souring grape for rural students even today. The first and the fore most factors is the socio-cultural and financial background of the family. **Ankara (2009)** investigated the parental attitudes towards English education for Kindergarten students. The results demonstrated that most parents strongly support immersion of English for their children in Kindergartens whereas; they have negative attitudes with respect to the qualifications of teachers. **Douglas, Paul S. Rao, Srinivasa G., Rao, Eswara M., Rayappa Madan (2008)** in their study reveals that teachers are under the opinion that there is a tremendous influence of mother tongue on learning English in the students and the effect of non usage of English other than the classroom is one of the major factors influencing the English language development. **Shankar P. Ravi, Dubey K. Arun, Mishra Pranaya, Deshpande Y. Vibhavri, Chandrasekhar T. S. & Shivananda P. G. (2006)** in their study found that the nationality and attitude towards communication skills training during the clinical years showed a significant association. A significant association was noted with attitude towards communication skills training during the clinical years. **K. Chidambaram (2005)** in the study found that the medium of instruction in English, locality of

FREE PUBLICATION

the student, parental qualification, socio economic status of the parents and gender play a major role in the process of learning English language. **Kei Mukohara, Kazuya Kitamura, Hideki Wakabayashi, Keiko Abe, Juichi Sato** and **Nobutaro Ban (2004)** in their study for assessing the effectiveness of communication skills teaching for medical students in non-English speaking countries found that there was a statistically significant difference in proportions of students who were judged as 'acceptable' in one particular skill related to understanding patient's perspectives: asking how the illness or problems affected the patient's life, (53% in the experimental group and 30% in the control group, p=.02). No differences were observed in the other 15 core communication skills, although there was a trend for improvement in the skill for asking the patient's ideas about the illness or problems. **Khan (2002)** in 'English Language Teaching' quotes that private schools have become a necessity for contemporary Pakistani society since the government had failed to provide quality education for its population. Even parents with low income prefer to educate their children in private schools for quality education. **Nisha (1995)** in the study has investigated the areas of hindrance in acquiring communicative competence and the areas of incompatibility between the language syllabus, language teaching and linguistic performance of the first year degree students in English who had Tamil as medium of Instruction. Her study reveals that the socio-economic factors play less role and parental education, situational and psychological factors play a crucial role in the advancement of the communicative competence of the learners.

NEED FOR THE STUDY

It is unlikely to say that Indians do not master English. There are many of them who can speak English fluently on par with the native speakers. It is applicable to those who study in English Medium Sections, so naturally they start to speak English from childhood. Now there is an increasing trend of sending children to convent schools instead of regional language schools. The question about these students whose medium of instruction is mother tongue or regional language remains unanswered. When these pupils get promoted to high schools, they are not much confident about English and try to study all other subjects in English medium. Even though they get adjusted to this change they never learn to speak English. They just learn vast vocabulary of academic words, which do not help them during casual speaking which only account for 8% to 10% of the total content. This study may assist in finding the factors that affect the grooming of English communication skill at the base level. There are certain areas that are to be addressed to improve the communication skills of persons of diverse environment in India. This is the case with Puducherry school learners also about whom the investigator conducted a study.

SIGNIFICANCE OF THE STUDY

In a recent survey of recruiters in India some companies with more than fifty thousand employees; English Communication Skills was sighted as the single more decisive factor in recruiting managers. Effective communication as well as the ability to work with others is the main factor contributing to job success. So addressing the above mentioned problem from the grass root level may be at high school level seems to be more significant at this juncture.

The present study would be significant in modern times when everybody demand for better communication skills in English. Due to rapid industrialization and modernization, it seems to be essential that to compete with the outer world one needs a strong weapon of English communication to defend one to excel. The investigator has provided some recommendation out of her study which may help the upcoming generation to acquire communication skill in English in a better way.

OBJECTIVES OF THE STUDY

- To study the effect of gender, parental qualification, type of management and medium of instruction in the English communication skill of high school students of Puducherry.
- To find out the relationship between socio-economic status and communication skill in English of the high school students of Puducherry.

METHODOLOGY

The present investigation was to study the development of English communication skill of the high school students of Puducherry. The investigator followed survey method and chose the sample by random sampling techniques. Based on random sampling method 300 students from government and private high schools were chosen as sample for study. 3 government and 3 private schools in which 50 students belonging to class IX were selected for the investigation.

DESCRIPTION OF THE TOOLS

- Socio-Economic Status Scale by Rajeev Lochan Bharathwaj.
- English Communication Skill Questionnaire was prepared and validated by the researcher. After the preparation of the items the researcher conducted a pilot study on 50 high school students, to ensure whether the items included were significant or not. Earlier there were 35 items. After the item analysis 5 items got rejected due to no significance and it was abridged to only 30 items. To test whether the self made tool was reliable the investigator made use of the split-half method and the correlation between two halves were measured using Pearson Product moment correlation and the Net reliability coefficient based on Spearmen Brown prophecy formula is 0.70. The tool was prepared under the complete guidance of the supervisor and experts' opinions were obtained as a measure of standardisation. After establishing reliability and validity the investigator administered it in the actual sample. There were three options for each item - yes, not always and no. Instructions were given to the respondents not to read the items loudly and discuss it with their peers. No time duration was fixed but the respondents completed the tool within 15 minutes. For the expected positive items the options `yes', 'not always 'and 'No' were given 3, 2 and 1 respectively. The scores of the expected negative items were reversed. The rubrics were fixed as the following:

31-40	Very Poor	61-70	Good
41-50	Poor	71-80	Very good
51-60	Fair	81-90	Excellent

DELIMITATIONS OF THE STUDY

- The present study was confined to only 6 schools in Puducherry of which 3 are government schools and 3 are private schools.
- The study was confined to state board syllabus schools only.
- The study was conducted with a sample of 300 students only.
-

DATA ANALYSIS

Table 1: Mean Scores of English Communication Skill based on Gender, Parental Qualification, Type of School and Medium of Instruction

Variable	Sub-sample	N	Mean	SD	t-value	Level of Significance
Gender	Boys	170	60.53	6.90	3.1502	Significant
	Girls	130	63.00	6.50		
Parental Qualification	Hr. Sec. and above	112	66.87.	6.04	13.6579	Significant
	Below Hr. Sec.	188	57.76	4.73		
Type of Management	Govt.	150	60.88	6.65	0.7077	Not Significant
	Private	150	61.44	7.05		
Medium of Instruction	English	150	62.22	7.40	2.6947	Significant
	Tamil	150	60.11	6.10		

Table 2: Mean Score of English Communication Skill based on Socio-Economic Status

Source of Variance	Sum of Square	Df	Mean Square	F	Level of significance
Between Groups	44.47	3	14.82	0.31	Not Significant
Within Groups	14015.15	296	47.34		
Total	14059.63	299			

FINDINGS OF THE STUDY

- There is significant difference between boys and girls with regard to their English communication skill.
- There is significant difference between the children of qualified parents and not qualified parents with regard to their English communication skill.
- There is no significant difference between the students of Government school and private school with regard to their English communication skill.
- There is significant difference between the English medium and Tamil medium students with regard to their English communication skill.
- There is no significant difference among the students belonging to different socio economic status with regard to their English communication skill.

EDUCATIONAL IMPLICATIONS

The above study revealed that the type of management or the socio economic status of the high school students does not have any influence on improving one's English communication skill. But the educational level of parents and their involvement in making their children developing English communication skill play a major part. At the same time it is obvious that the students studying in English medium have an upper hand over the students studying in Tamil medium in developing their communication power in English. Another interesting fact that is revealed in the study is that girls posses more command in English communication than boys.

RECOMMENDATIONS

- Frequent monitoring should be made to ensure whether the competencies given in the textbook are followed in the class room.
- Oral test in English communication skill should also be included in the exam pattern.
- Encourage students to converse in English with their teachers and peers.
- Provide opportunities for the students to take part in competitions held in English language.

CONCLUSION

There are many different languages in the world, and there is simply none more impactful than the English language. The English language is an amazing language, and it is beautiful. The shear amount of people who speak it are breath-taking, and there are many countries that teach this global language of communication in primary schools. English is considered the lingua franca and the world's first. So, it is common around the world for people to speak English if they want to communicate with someone not from their country. It is also the dominant in many fields of business, especially in the higher echelons.

School is a place of learning. Most of us learn all our morals and other primary skills in school. Learning communication skill will improve the confidence of the student. They understand their self esteem. Due to closing of the gap between cultures there will be an even bigger need for students to interact with different cultures and survive. For this reason alone efficiency in speaking in English language grab an important place in every walks of one's life.

REFERENCES

1. Chidambaram, K. (2005). A Study on the Learning Process of English by Higher Secondary Students with special reference to Dharmapuri District in Tamilnadu. Language in India, 5, 1-25.
2. Nukesh, Y. (2010). Factors and Problems of Teaching English as Second Language at Rural Areas. English Language Teaching Weekly 2, 5-8.

LBP PUBLICATION