



# **A CASE STUDY ON THE USE OF THE ENGLISH LANGUAGE AMONG THE STUDENTS OF GOVERNMENT AND PRIVATE HIGHER EDUCATIONAL INSTITUTIONS IN KOVILPATTI**

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## **ABSTRACT**

English is being used in all sections of life. It is considered to be the official language and second in India. Therefore, the study is an initiative to find the issue in learning the language and provide appropriate solutions to develop the language skills of students in high and higher secondary schools. The first step is to collect survey questions and conduct interviews from the high and higher secondary level. In recent years students of all life are afraid, nervous, and highly terrorized to use the English language. Thence, the project entitled “A Case Study on the Use of the English Language among the Students of Government and Private Higher Educational Institutions in Kovilpatti” will find out the obstacles to learning English among students. The outcome of the project will provide enough strategies for developing the language of the students.

**Keywords:** Official Language, survey questions, strategies, terrorized, and obstacles.

## **Introduction**

For years changes have been made to the English language teaching tradition, particularly during the 20th century. This tradition has been used in language classes throughout the world for centuries, maybe more than any other discipline. It has been modified in numerous ways. While the methodology of teaching Math or Physics has, to a greater or lesser extent, remained the same, this is not the case with English or

language teaching in general. To highlight the significance of research in the selection and use of the best methods and approaches for language instruction, as will become clear in this brief paper, there are several milestones in the development of this tradition that we will briefly touch upon.

The English language is becoming more widely used. As a result, an increasing number of people are putting effort in learning English as a second language. The

school curricula in many nations mandate that students learn this language from an early age. But the actual advantage of using language is that it makes life's many challenges easier for us to overcome. Whether it's to travel the globe or look for a new job. To put it another way, it encourages development in both the personal and professional domains of life. You may fully understand the English language essay if you understand its significance.

We express our ideas to others through language, which is our main way of communication. The ability to express one's sentiments, attitudes, or thoughts is language's secondary purpose. English is the only language in the world that satisfies both of the aforementioned criteria. It's common to hear people refer to English as the first worldwide language. It has now incorporated itself into almost every pitch. It serves as the common language for communication in a range of settings, including business and entertainment.

English-speaking people have access to a wide range of job opportunities all over the world. Similar to that, it has developed into a necessary requirement for a range of professions and industries, including computing, medicine, and more. A common language that everyone can understand is essential for maximising the use of the data and information available in the ever

changing global environment. Because of this, the English language has evolved into a database of knowledge in a range of fields, from social to political. The English language's origins can be traced to the annual mediaeval period. It is a West German language that is still widely used in today's world. Since over 1400 years ago, the language has been changing.

The most popular term used to refer to the current English language is modern English. Every form of media in the world today uses this language. In the modern world, English is a language that connects people from all around. There are articles on a range of subjects in Essay Writing, such as people, sports, technology, and events. English has evolved into a worldwide language since it is the majority of other countries preferred foreign language. English is currently spoken by about two billion people or about one-third of the world's population. Together with its straightforward substance, English has two more key qualities: open jargon and adaptability of capacities.

Fortunately, being able to converse with more than two billion people worldwide requires being competent in English. English's historical ascent is fascinating and rich, despite its flaws and contradictions. It is both the most widely spoken language and the language of international



communication. Although it isn't widely spoken, it is the main working language and frequently the language of social interaction and amusement. One of the most crucial tools for developing oneself is getting a solid education, but to sustain and lead a successful life, one needs also to concentrate on the functional parts of English. They provide English speakers with a plethora of benefits. English is the language that is most frequently used for communication, and it is essential for building strong communication skills.

### **Importance of the English Language in Higher Educational Institutions:**

In both academic and professional settings, English is the language of research. Read, write, speak, and understand English. It is important since English is the most commonly spoken and readable language in the world. It's crucial since English is the most frequently used written and spoken language in the world, making it necessary to communicate in it. It promotes the sharing of knowledge.

English is indeed crucial for higher education because it enables us to learn about cutting-edge technologies. As English is still the primary language of information today. Everyone needs to be completely aware of this, therefore. Those who are weak in English cannot pursue higher education because it is the language that is most

commonly spoken in higher education. Books for students pursuing higher education are now primarily published in English by publishing houses. Because it keeps them from learning at a higher level, every student should be aware of this.

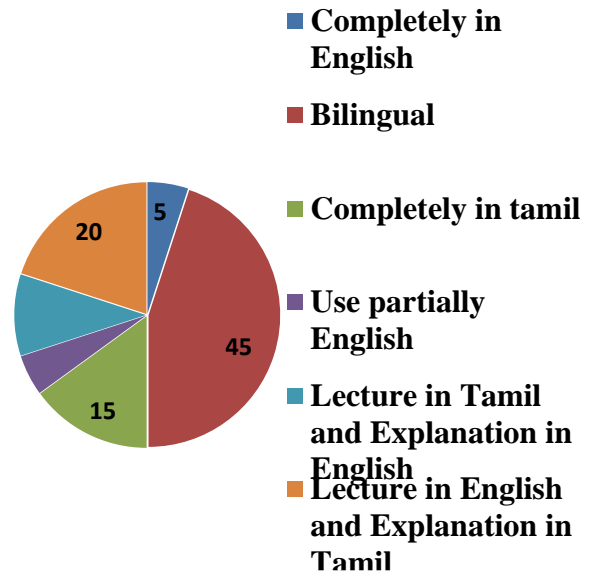
### **Methodology**

For this study, online data collecting was employed. Over twenty survey questions were made using Google Forms. The required data were collected from the regular and self-financed students of G. Venkataswamy Naidu College, as well as all from the adjacent colleges in Kovilpatti, viz., KR Arts college, SRNM Arts and Science College, Unnamalai Arts college, Government Arts College and SSDNM Arts College. Students majoring in fields such as commerce, Physics, Mathematics, Botany, Chemistry, Statistics, BBA, Electronics, English, Physics, B.Com., Computer Science, Information Technology, History, B.Com. (PA), BCA and CD&F divisions also contributed data to the study. The survey was comprehensive and appropriate to both the departments of arts and sciences. To collect the responses from the students, the poll was kept up for about 10 days. The form gave students three to four options for each question to help them understand the questions and formulate suitable answers. We obtained several responses from teachers and students after the deadline. Even beyond

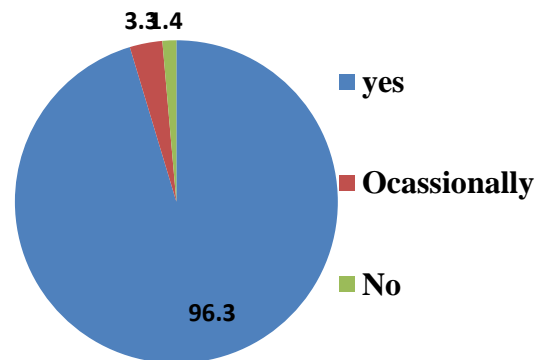
the submission deadline, we received a tonne of replies from educators and students. From the data obtained, we made a thorough analysis and come to know that students valued the English language and how challenging it was for them to speak in English.

### Research findings:

A pie chart illustrating the responses to the following questions included in the questionnaire "How would you like your teachers to teach?". The responses reveal that roughly 45% of students want their teachers to follow the bilingual method, particularly English language teachers to use bilingual instruction and conduct all of their classes in the bilingual language whereas the remaining students prefer Complete Tamil, Lecture in Tamil and explanation in English and lecture mode in English and explanation in Tamil. Students' expectations show that they lacked interest in listening to English language classes completely.

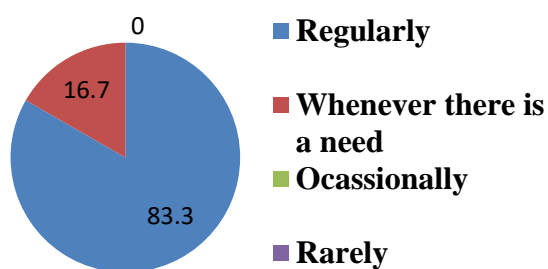


As per the data, the interest of students in English is assessed through the questionnaires. The questionnaire opens with "Do you know English? Almost 96.3% of the students choose that they said yes only in the English language. This shows that most of the students like the English language but they have some sort of struggles with their practical usage. Only 3.7% percent of students occasionally have the option, which expresses that only a few sets of students have a large amount of interest in the English language.

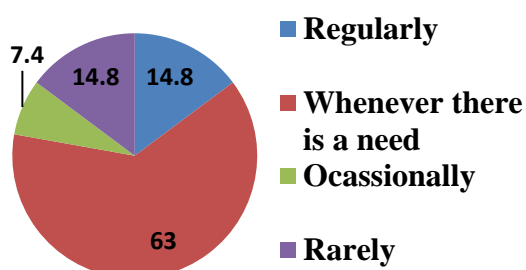




The next question for the teachers is, “Whether you use English frequently in the classroom?” 83.3% per cent of teachers use regularly English in the classroom, and then 16.7% per cent of teachers whether there is a need for means we used English.

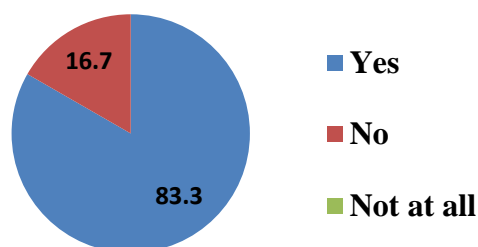


The third question for students is “How often do you use English inside the classroom?” Many students of 63% per cent of students say whenever there is a need means they use English in the classroom itself. Then 14.8% per cent of students said that they regularly and rarely use English in the classroom. And then finally 7.4% per cent of students say occasionally they use the language.

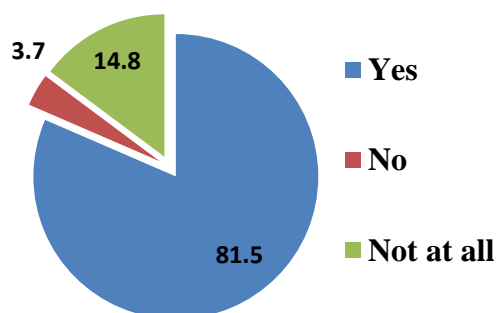


“Do you give equal chances to the students and help them speak in speak?” 83.3% percentage of teachers say that they give enough opportunities for the students to speak in English. Only 16.7% per cent of teachers said that they will not give chances

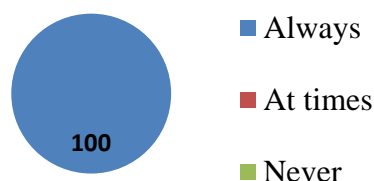
themselves. Most of the teachers provide changes for the students to use English in the classroom.



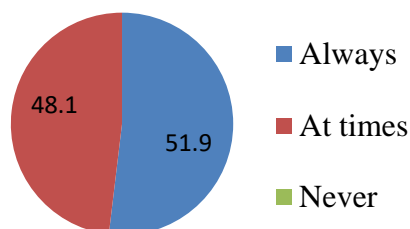
The fourth question is “Do you like teachers who use English?” Most of the students say 81.5%percent, yes we like teachers who use English in the classroom itself. 14.8% per cent of students say that they do not like to listen to use English. But only a few students of 3.7% of students do not like English.



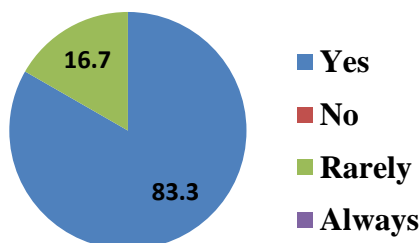
The next question is “Whether your students understand the subject that you teach in English?” Almost all the teachers agree that the subject taught by them are well received and understood by the students.



The fifth question is “Could you understand the subjects when you deliver the content in English?” 51.9% per cent of students said they always understand the questions. Then 48.19% per cent students say at times we will understand the questions.

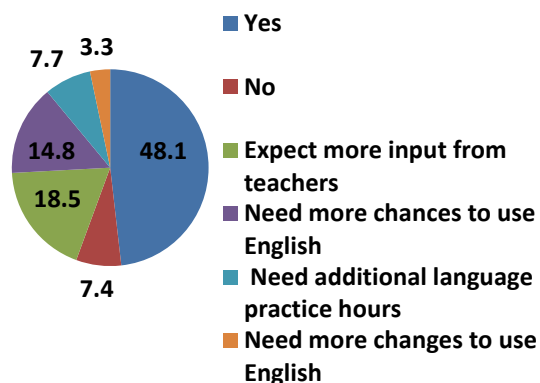


“Do your students give response to your questions asked in English?” 83.3% per cent of students says yes, and then only a few students say rarely respond to teachers' questions 16.7% per cent.

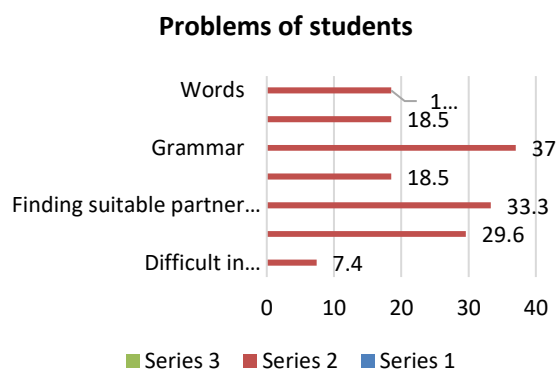


Moreover, to check students' satisfaction level, the next question included in the questionnaire is “Are you satisfied with the English language teaching you have received?” 48.1% per cent of students say that they know and are satisfied with that. 18.5% per cent students say they expect more input from teachers. And then 14.8% per cent of students say need more chances to use English. Finally, 7.4% per cent

selected no and as well as we need additional language practice hours.



To identify the problems of students, we included the following question “what do you consider the biggest problem in learning English?” 37% of students select grammar as the biggest problem, the second biggest problem is finding a suitable partner to use the English language. Many students have fear and nervousness to use the English language. Framing sentence is also the biggest problem in learning English. The given picture explains the per cent of problem levels of students.



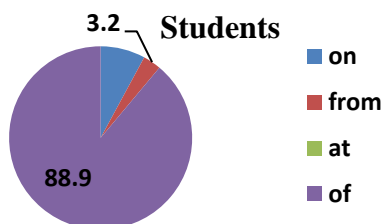
The next question “Are you satisfied with the English language teaching you have received?” is used to find out students' satisfaction levels. 48.1% per cent of students say yes, and then 18.5% per cent



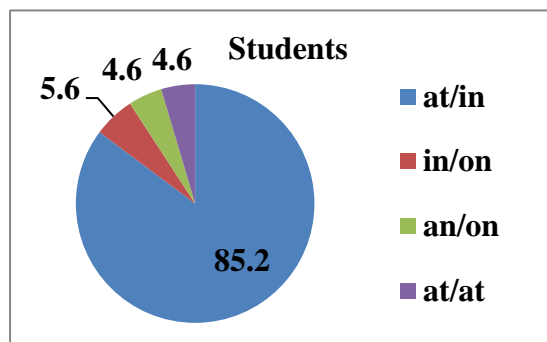
Expect more input from teachers. Remaining set of students expect more chances to use English and need additional language practice hours i.e 14.8 and 8.5 per cent respectively.

**Further to check students' language level, a few grammar questions were included in section 2:**

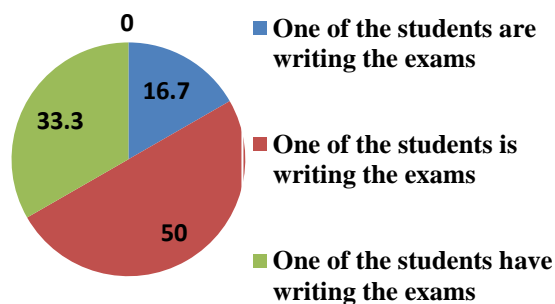
The first question included was, Are you afraid \_\_\_\_ exams? 88.9 % per cent of students said 'of' and then the remaining students have given several answers to the question. Even though most of the students selected the correct option, the remaining lacked basic knowledge and understanding of prepositions.



The next question is Mike, is sitting \_\_\_\_ the desk \_\_ front of the door. 85.2% per cent of students said **at/in, and** others have given various answers of in/on, an/on, and at/at. So that the students have given various answers to the simple question.

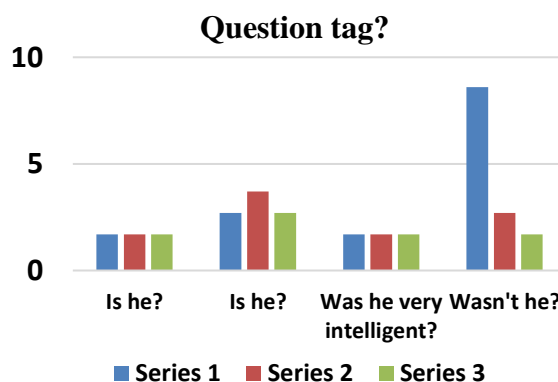


Then students were asked to identify the correct form of the sentence. Only 88.3 % per cent of students selected the corrected option. The remaining 50 % per cent of students lacked the correct usage of English.



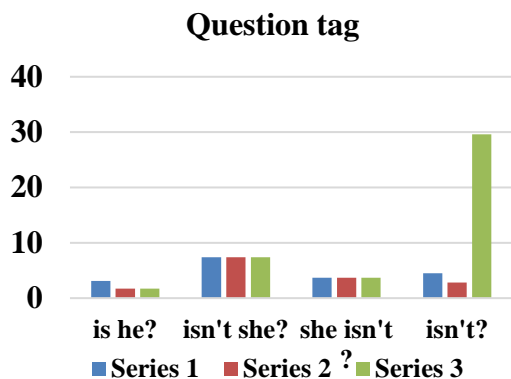
The next question is “Add an appropriate question tag?”

He was very intelligent \_\_\_\_? The majority of the students' reply was, **wasn't he?** Others have given various types of answers. May students say **was he very intelligent?** and finally, the students said, **is he?**

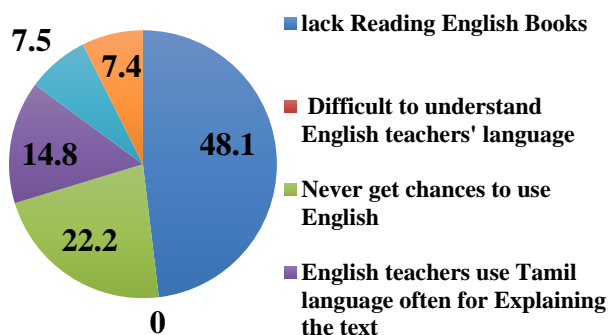


The next question is related to the question tag, She is a Teacher \_\_\_\_? 2(7.4%) students say, **isn't she?** At the same time, the majority of the students answered, **isn't she?** 8(29.6%) and then most of the

students say the answer **isn't**?. Finally the answer is **isn't she?**



Finally, According to you, What are the common issues in understanding English nowadays? 48.1% of people said they lack in reading English books and then 22.2% of people say that they never get a chance to use English. And then the people who ever know the valid reason for using language but no one can use it nowadays.



**Result:**

The study's findings indicate that students anxiously anticipate opportunities to listen to and learn English in class. The majority of students consistently answer questions correctly. Nonetheless, the kids struggle to pronounce the right words and construct sentences without making any grammar errors. Speaking English is a

disadvantage for students. And I can promise that every student eventually learns correct English to talk and learn.

**Conclusion:**

The main purposes of language, according to philosophers and linguists, are communication and representation. People can only express their thoughts, ideas, and actions to others in an understandable manner through the use of language. The importance of identity in language has recently come to the attention of linguists. Language allows us to communicate our ideas about who we are and how we relate to others. Humans primarily need language to carry out the critical duties of growing their worldview, interacting with one another, and determining their place in it (Joseph, 2004). The three functions of identity, communication, and representation are intertwined. When there is a balance between communication, representation, and identity, the results of interaction become even more crucial.

In light of the previous study, the researchers would like to provide a few suggestions, one of which is that teachers should be chosen based on their academic and professional credentials to avoid influencing students' language acquisition. Because state board students have a great desire to learn English, teachers should foster an environment where students may





do so both within and outside of the classroom. Libraries and study halls should be designed to encourage students' reading habits. Every school should give children more time to practise speaking, listening, reading, and writing; otherwise, pupils won't have as many opportunities to use their language.

Teachers ought to set up a constructivist learning environment to encourage pupils to be more innovative and creative. The school administration can motivate teachers to take part in academic events both locally and globally. Its instructors are capable of planning recurring workshops and training sessions. It is possible to create a variety of literary programmes, such as extempore discussion, speeches, essay writing, poetry recitation, role-playing, etc. It is possible to establish an English-speaking atmosphere at home to aid pupils with speaking fluently. Last but not least, the way that students were taught was extremely important in bringing about the required behavioural changes in English-learning pupils.

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