

**“The Functional Approaches of Tamil speakers in Kannada Language”
(Special reference to Shivamogga District Karnataka)**

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ABSTRACT

“The investigation into the nuances of the language usage among Tamil Speakers in Kannada Language situation leads to analysis of bilingual speakers in various situations. Considering the case of Tamil Mother Tongue Speakers in the context of Kannada in Shimoga District Karnataka, the Study taken up chose 350 Tamil Mother Tongue Kannada speakers from various Taluks in this district. The study applied Sociolinguistics and Comparative Linguistics Method for the sake of analysis. The study aims to find the skill of communicative approaches of Tamil speakers in Kannada Language with special attention paid to phonological and morphological aspects of speech patterns. The study takes into consideration usage of Kannada by the Tamil speakers of various generations up to the present beginning from 1st generation speakers who migrated from Tamil Nadu into various parts of Shivamogga District. The focus lies on the above said aspects along with code mixing, codes shifting along with food and cultural habits of the migrated Tamil speakers settled in Karnataka”.

Key Words: Mother tongue, Tamil speakers using Kannada, Kannada usage, approaches, language skills.

1. Introduction

The different approaches in this post with overarching assumptions and philosophies are based on four theoretical orientations: Structural, Cognitive, Psychological and Functional. The Functional approach to language development draws on functional linguistic perspectives to offer ways of engaging Tamil Speakers in exploring meaning in texts through field visit discussions about language. It enables researchers to identify language patterns in order to help bilingual speakers see how languages work.

Functional approaches often emphasize spoken language over written language, and profess that language is not a set of rules of grammar however a tool for communication. This has tremendous implication for the types of activities or the materials employed.

Communicative approaches often eschew grammar textbooks in exchange for speaking drills and question – and – answer interactions where speakers get a feel for what speaking the language in conversation is really like. A case study might also be used to display how the functional approach can be used in a dual language situation including Linguistic and cultural assets bridging content and language in collaborative environments and making language visible through a functional approach to language.

Functional approaches describe finiteness as a scalar phenomenon. From the perspective of functional-typological findings, finiteness must be defined not in terms of an individual universal morphological property or parameter but rather in terms of clusters of parameters, Function form v/s. meaning, fluency vs. accuracy, meaning-based instruction vs. form-based instruction and the most emphasized one related to communication.

1.1. Literature Review

Influenced by both Malinowski and Firth, *Halliday* (1975) refers to the relationship between meaning and context of situation. He emphasizes sociolinguistic and functional perspective and the development of functions in the communicative language and language functions in society are connected to his formal linguistic theory known as systematic functional grammar. This leads to the development of notional functional syllabus as the base for the modern functional approach. According to his idea, language acquisition is seen as the mastery of linguistic functions.

Brown (1987) as a functionalist believes that they are two levels of language development: the functional level and formal level. On the functional level, the development is paced by the growth of conceptual and communicative capacities, operating in conjunction with innate schemes of cognition.

Bresnan (2001) includes studies on rhetorical structure, semantic structure and other linguistic structures. These investigations correlate with the view of *Olga* and *Marianna* (2012) that the functional approach to the

teaching of grammar is a rich resource for making contextualized meaning in a culture- and language specific way.

Grammar requires competence on behalf of the learner and comprehension and usage of the native speaker's ability to unconsciously acquaint him/her with the linguistic system. According to *Fromkin* and *Rodman* (1993), "Grammar is comprehensively defined as a description of the speaker's competence and as unconscious linguistic system which underlines the native speaker's use of language in terms of comprehension and production" (p. 13).

In second language acquisition (SLA), functional approaches are of similarities with Chomsky's Universal Grammar (UG). Focus is on the use of language in real situations (performance), as well as underlying knowledge (competence).

There has been a significant study on comparative study of sub- languages of Kannada. Dr. U.P. Upadhyay's "A Comparative Study of Kannada Dialects (Pune 1968) is a model comparative research book apart from this "A Comparative study of two Social Dialects of North Canara Havyaka and Halakki" by Dr. Shalini Raghunath and "A comparative Study of Kannada Dialects of Mysore District" (Mysore 1997) by Dr. L. Manjulakshi, Shalini attempted using the variable rule for socio- linguistics A comparative view point explanation related to the kannada spoken in Mysore districts regions like Hunsuru, Chamarajnagara, Elanduru, Krishnarajanagara, piriya pattana.

Another important name in this research is R. Velumurugan's "A study of kannada Dialects Spoken in Madurai District" presented to Annamalai University in 1987 which describes the Kannada usage in a non – Karnataka province, Eventhough the texts available on comparative Kannada, supplementary texts are available in kannada Hampa Nagraja's "Dravida Bhashavijnana", K. Kempegowda's Comparative Dravidian Linguistics" and Sangamesh Savadattimata's "Study of Dravidian Language and Comparative Dravidian Linguistics" are notable works, In these books the authors have described about language, Linguistics, Kannada language's Conditions, Types, phonology, morphology etc.

Published in 1943 R. Narasimhachar's "The History of Kannada Language" is a significant book, this book contains some notable aspects about Dravidian Language Kannada's Position, Formation language acceptance and different phases of Kannada language. "Kannada

Varnagalu” published in 1955 by Sediyaipu Krishnabhatt is an important text. The author has described the comparative study of languages; it is an important text where the author has described the Comparative phonological sounds of Tamil, Malayalam, Tulu and Kannada sound Pronunciation, Spoken and literal language.

Descriptive research in Kannada has taken a prominent position in linguistic research, in which is concentrated on sub-languages, proverbs, language style and borrowed words. Foreign words and influences of other languages are important points of such research; in this regard B N Chandrayya and S. Mallikarjuna have contributed to the description regarding the kannada speaking harijanas like Adi Karnataka and other minority castes. Similarly Rajendra Nayaka has brought to study the Nadara Kannada (A community), Devara Kannada (also a community) by H M. Maheshwarayya. Bidar Kannada and Bellary Kannada have been correspondingly put to descriptive research by Prof .A. M Murigappa and K.M Veerabhadra Sharma.

Dr. H.M Nayaka’s “Kannada literary and Colloquial” (Indiana University 1964) describes the Diglossia which is a noteworthy book on linguistic research. Dr. Someshwar Gowda’s “Kannada in Mysore City: A survey” is a first research on socio-linguistics in Kannada. DR. R Subbakrishna’s “Relatives Clause in Kannada”, Dr. P.P Giridhar’s “A Case Grammar of Kannada” and T. Hanumantharaya’s “A Semantic Classification of Kannada Verb” are significant Comparative texts that have enriched the research on Linguistic aspects of Kannada. In 1975 William Madtha published “Kannada Bhasheya Roopureshagalu” which explains Kannada Phonemes, morphemes , morpho-phonemes and sentence structures in different Phases.

Rameshchandra Datta’s “A Contrastive Analysis of Tamil and Kannada” is based on the composition of kannada dictionary. Dr.S Rajarama and Pune’s Deccan Collage’s Publications of U.P Upadhyay about Nanjangudu Kannada and R.Mahadevan’s “Gulbarga Kannada”, Dr. C. Ramaswamy’s, “Kannada Bhashanuyoga” are related to Kannada language. K.V. Narayana’s compiled text, “Bhashe or Language” Published by Kannada University, Hampi, is a text that explains the composition of language, language skills, literal and spoken language.

1.2. Objectives of The study:

1. To identify the Factors that influence and performance to compare the effectiveness and communicative approach model in Kannada language.
2. To understand the similarity and dissimilarity between Kannada and Tamil languages.
3. To compare the skill of Communicative approach of Tamil Speakers in Kannada Language.
4. To identify the Linguistic features found among Tamil speakers in sample study area.
5. To recommend the Language planning for sociolinguistic survey.
6. To provide suggestions to implement the Teaching Programme as for the communicative approaches.

1.3. Need and Importance of Study:

- It also enables teachers to identify language patterns in order to help dual language learners see how language works.
- This approach can implemented in group of Tamil speakers and is especially important for multilingual speakers (MLS) Kannada and Tamil.
- These findings of the study are important in helping education authorities,
- It helps to know about the Kannada Language attitudes.
- It also give information to Tamil speakers about Kannada Language features

1.4. Scope of the study

The purpose of study is to know the efficiency of usage and proficiency of Kannada language by Tamil speakers in Shimoga District and their speaking abilities, which are productive abilities.

The study focuses on these approaches, language speaking and evaluation of translation and errors made by speakers are analyzed in phonetics, morphology and syntax.

1.5. Research Questions and Hypotheses

1. What are the linguistics differences and similarities between Kannada and Tamil?

2. What are the functions and situations that Tamil speakers are using Kannada in Shivamogga district?
3. Difficulties in using of Kannada language by Tamil Speakers?
4. What are the Factors of Tamil language that influence over the usage of Kannada language?

Based on the research questions the following null hypotheses are proposed:

1. The functional approach of Tamil Speakers in Kannada language instruction has a more positive effect.

1.6. Hypotheses:

- To identify the errors and problems that native speaker's face is speaking
- To analyze the errors in speaking Kannada language
- Outline the research findings to identify the potential causes of errors and difficulty as well as solutions are findings each problems.
- Difficulties of Technical Kannada words among Tamil speakers depends upon social problems
- The Tamil speakers speaking Kannada will have variation on caste and socio-economic status.

1.7. Theoretical framework

The present study focuses on functional theories of grammar, which refer to those approaches to the study of language that see the functions of language and its elements to be the key to understanding linguistic processes and structures. Functional theories of language propose that since language is fundamentally a tool, it is reasonable to assume that its structures are best analyzed and understood with reference to the functions they carry out. Functional theories of grammar differ from formal theories of grammar, in that the later seeks to define the different elements of language and describe the way they relate to each other as systems of formal rules or operations, whereas the former defines the functions performed by language and then

relates these functions to the linguistic elements that carry them out. This means that functional theories of grammar tend to pay attention to the way language is actually used in communicative context and not just to the formal relation between linguistic elements (Nichols, 1984).

1.8. Methodology

The procedure adopted in the present study is two - fold steps one is the data collected by Random methods and other one is quality and quantitative techniques were utilized and established. Keeping in view the objectives of the present research and questionnaire was designated. The data was collected through the medium of questionnaire from Tamil speakers of various age groups to Shivamogga District. Selection of Informants (based on age, sex, literary, length of settlement, time etc.)

2. Informants

Informants were selected from different age groups (both sex) i.e., between 16 -35, 36 - 55, 56 and above. The data was collected from all the age group of people belonging to Tamil Mother Tongue speaking group of different communities of different places in the Shivamogga District (i.e., Shivamogga, Bhadravathi, Shikaripura, Sagara, Soraba, Hosanagara, and Thirthahalli Taluk). During the primary data collection, the information provided by the sample respondents is recorded. It is used as a reference to compare in case of any deviations and clarifications in the course of the research work.

Interacted with the speakers on various occasions, their colloquial style was identified. Information has been collected by participating in festivals and various celebrations. Likewise, books related to study, books

related to linguistics have been studied. Further information has been obtained through interaction with intellectuals. Recording has been done wherever necessary. As and when required or in case of doubt arisen, the information from the collected sources and the recordings has, been compared and verified. Additionally books, research papers, e-resources have been used for theoretical clarity.

2.1. Sources of Information

The information required to achieve the objective of this study has been obtained from primary and secondary sources of information.

2.2. Primary Information

The information has been collected from the Tamil native speakers of the study area who have been selected by preparing research-based questionnaires for the collection of primary information. Information has also been collected from primary sources of information such as interviews and observations.

2.4. Secondary Information

The secondary information related to the research topic has been collected from texts, research dissertations, encyclopedias, newspapers, magazines, articles, books, internet, and other sources.

2.5. Sampling

Sampling is an important method in sociolinguistics research. The current research topic is “Functional Method of Kannada Usage by Tamil Native Speakers of Shivamogga District”. The research field related to the subject is very wide and in order to obtain representative results, 350 samples were subjected to the study and information was collected.

2.6. Sample Design:

Shimoga district has been selected for this study. There are a total of seven taluks in this district and Tamil native speakers are present in all these taluks, out of which, the majority live in Bhadravathi and Shivamogga. Apart from this, Tamil native speakers are present in Shikaripura and Sagar taluks. The least number of them are in Soraba, Hosanagara and Thirthahalli taluks. A total of 350 speakers with Tamil as their mother tongue were selected as a sample through simple random method by conducting a survey in the urban, town, hamlet and rural areas of these seven taluks. Out of these, 248 are males, 102 are females, and information was obtained through questionnaires. There are people of different age groups in this.

2.7. Sample Size

Seven taluks of Shivamogga district have been selected for the research. By visiting different areas of urban, town, hamlet and rural areas of these seven taluks, interviewing the informants and giving them questionnaires, the ability of Kannada language usage based on socio-linguistics has been understood. 350 samples have been selected through simple random method. There are about 75 thousand people in the district who are Tamil mother tongues, out of which only 350 samples have been selected.

2.8. Taluk-wise Sample Selection

The sample of the seven taluks selected for the study is divided as follows.

Sl. No	Taluk	Sample size
01	Shivamogga	94
02	Bhadravathi	102
03	Shikaripura	45
04	Sagara	40
05	Soraba	20
06	Hosanagara	25
07	Thirthalli	24

	Total	350
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2.9. Gender Wise Sampling Selection:

The gender-wise pattern of the seven taluks selected for the study is as follows.

Sl. No	Gender	Sample Size
01	Male	248
02	Female	102
03	Total	350

2.10. Religion wise Sampling selection

Sl No.	Religion	Sample size
01	Hindu	297
02	Christian	38
03	Muslim	15
	Total	350

2.11. Data collection:

For the present research study both the primary and secondary data has been collected.

The primary data is collected by surveying Kannada speaking Tamil population who has Tamil as their mother tongue. The questionnaire is collected from 350 sample respondents who are chosen through random sampling in the Shimoga District.

The secondary data is collected comprehensively through a survey of linguistic literature, books, websites, and interviews of language experts, in linguistics and the like.

2.12. Data for the study

The present research study employs two sorts of data, the first being primary data and the second being secondary data. The collected data and information analyze using statically method and techniques of research methodology. The secondary data collected from various reference books, journals, e-resource, magazine, newspapers, articles and conference proceeding etc.

2.13. Analysis

This study has revealed that each data which gathered analyzed for using the linguistics principles.

3. Limitation of the Study

Like any research, with its vast area, there is bound to be some limitation. These limitations could be due to the tools employed, or geographical or financial reasons. Sometimes, research is also bound by the red tape involved when collecting data. Following are the limitations of the present study.

a) The area of investigation is limited to Shivamogga District random selection.

Investigates the speech variety within the social context of the community and the linguistic behavior correlated with the overall structure of the Tamil speakers

4. Research Designs

Using a combination of qualitative and quantitative data can improve an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another. This will ensure that understanding is improved by integrating different ways of knowing. Carvalho. S. and H. White. (1997). Introduce four kinds of purposes of combining data (1) Enriching: using qualitative work to identify issues or obtain information on variables not obtained by quantitative surveys, (2) Examining: generating hypotheses from Qualitative work to be tested through the Quantitative approach, (3) Explaining: using qualitative data to understand unanticipated results from quantitative data, and (4) Triangulation (Confirming/reinforcing rejecting): verifying or rejecting results from quantitative data using qualitative data. As per the above points stated, this study attempts to provide the effectiveness of Functional approach of Tamil speakers in Kannada. The collected data and information analyze using statistical method and techniques of research methodology and secondary data collected from various reference books, journals, e-recourse, magazine, newspapers, articles and conference proceedings etc.

5. Participants of the study

This study is conducted in Shivamogga District Karnataka. A sample of 50 male and female in Each Taluk. Shivamogga district consist of seven Taluks. Shivamogga, Bhadravathi, Shikaripura, Sagara, Soraba, Hosanagara and Thirthahalli. The Functional Approaches of Tamil speakers in Kannada (special reference to Shivamogga District Karnataka): with the age group range 20 to 70 is chosen randomly from among 150 ones by applying Krejcie and Morgan's (1970) table which is an effective method of determining sample size.

6. Instrumentation

The researchers collected quantitative data to assess the participants' communicative knowledge. To do this Kannada language Skills assessment Test and interviews. The test consists of four language skills items but due to the objectives of this study, only Phonemes and Morphemes is apply. In exploring meaning in text through field survey and discussion about language. Kannada Language Skills Assessment test is taken. The test consists of four sessions - listening, speaking, reading and writing. However, this study demand to assess the Speakers communicative knowledge. Data was collected using questionnaires, tape recording, participate observation, Answer scripts is use.

7. Results

7.1. Data Analysis

In the present study, the data is collected From Tamil Speakers who are residing in Shivamogga district. The Functional Approaches of Tamil speakers in Kannada. The collected Quantitative and Qualitative data after being coded helped to find the answer of research questions.

To understand and use Kannada as a Regional and Administrative language, the speaker should know the appropriate language structures and wording to convey and express meanings in a particular cultural situation, context.

The results inferred from statistical measurements reveal that the functional treatment is more effective in acquiring grammatical accuracy than the structural treatment.

This study was limited in view of the participants' gender, as they were randomly selected. Thus, the use of only one context of doing the research could have had Strength and weakening effect on the outcomes and generalization of the results. In addition, the quantity and order of the participants, process and circumstance in real texts may of course vary considerably to that shown here.

The researchers wish the results of this study initiate a call for further research on functional approach in relation to Kannada language learning, by setting learning environment addressing to all functional strategies of learning Kannada, by reflecting them in evaluation methods, by including participants' genders, age and educational level, as well as their creativities can make the results of future studies more generalized.

8. Conclusion:

A functional approach to language development is a useful approach to focus on language learning in dual language situations. Propose that since Language is fundamentally a tool, it is reasonable to assume that its structures are best analyzed and understood with reference to the functions they carry out.

The functional approach explains the behavior indebted to Smith Freud. According to the functions that the speaker will use the language for and the meaning, a learner needs to express through the language. The language needed to express different functions for example requesting, suggesting etc. All functionalists agree that language is a system of forms for conveying meaning in communication and therefore in order to understand that, it is necessary to investigate the interaction of structure, meaning, and communicative functions.

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