BARRIERS OF SPEAKING ENGLISH AMONG ARTS AND SCIENCE COLLEGE STUDENTS WITH REGARD TO SELECT VARIABLES

By

*Selva Malar, J. D., & **Lenin, S.

*M.Ed. Student, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India.

**Assistant Professor, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India.

Abstract

English is considered to be a global language. It is considered to be a language of education, medicine, court of law, window of the world, library, engineering, technology, research, etc. This language is considered to be a second language in many countries. This language possesses many barriers in acquiring it. Especially speaking English is one of the main notable barriers. This paper tries to analyse the barriers of speaking English among the Arts and Science College students in a nutshell with regard to certain variables.

***Keywords:** barriers, speaking english, arts and science college students.*

Introduction

English is considered to be a global language. It is considered to be a language of education, medicine, court of law, window of the world, library, engineering, technology, research, etc. This language is considered to be a second language in many countries. There are four language skills which are Listening, Speaking, Reading and Writing. Speaking is the second of the four language skills. This language possesses many barriers in acquiring it. Especially the barriers like listening barrier, speaking barrier, reading barrier and writing barriers are the notable barriers.

Significance of the Study

"Significance of research problem tries to convince an audience that the research is worth doing. It should establish why the audience should want to read on.

Speaking is one of the skills of language. It helps to express our

thoughts and feelings. Speaking helps to move the knowledge of grammar, vocabulary and pronunciation. Speaking is the best way to extract answers for questions. Speaking is a part of communication. Speaking is also a vital skill for any teachers. Hence having a sound speaking skill makes teaching more efficient. As the arts and Science students opt various professions it is pivotal that they should develop their speaking skill. The investigator knows the importance of barriers of effective speaking among the Arts and science college students. Thus the study is significant as it helps to identify the barriers in speaking and also suggest few recommendations to overcome them.

Objectives

The objectives of the study are:

1. To find out the level of barriers in speaking English among Arts and Science college students.

2. To find out how far the college students of rural area differ in barriers of speaking English among Arts and Science with respect to select

background variables: Gender, age and type of family.

Hypothesis

A statement describing a phenomenon or which specifies a relationship between two or more phenomena. (Ramamurthy, 2011)

The hypotheses of the study are:

1. There is no significant difference in barriers of speaking English among arts and science college students of Rural area.

2. There is no significant difference in barriers of speaking English among arts and science college students of Rural area with respect to background variables.

Method of study

The method adopted for this study is survey method.

A "survey" can be anything from a short paper and pencil feedback form to an intensive one-on-one in-depth interview. Survey can be divided into two broad categories: the

questionnaire and the interview (Debashis, 2010).

Population

Population is the group in which the investigator interested to generalize the result. (Trochim, 2007). The proposed population of the study is Arts and Science college students of Rural Areas in Kanyakumari District.

Sample

The sample must always be viewed as an approximation of the whole rather than as a whole in itself. (Bailey, 1994).

The sample size of 200 Arts and Science college students was studied using simple random sampling technique.

Tool used for the study

The investigator constructed and validated a tool to measure the speaking skill of the sample. It is a five point scale.

Data analysis

Percentage analysis, independent sample test was used to analyze the data.

Table 1. Significant difference between 19 to 20 and 20 to 21 years old arts and science college students with regard to barriers of speaking English.

Total	Age	No	Mean	SD	df	t-value	p-value
Barriers of speaking English among arts and science college students of rural area with regard to age	19-20	89	81.47	9.597	192.913	0.216	0.829
	20-21	109	81.17	10.370			

In the above table, the p- value (0.829) is greater than 0.05, hence the null hypothesis is ACCEPTED at 5% level of significance. It shows that, there is no significant difference in barriers of speaking English among arts and science college students with regard to the personal variable Age.

Table 2. Significant difference between male and female arts and science college students in barriers of speaking English

Total	Gender	No	Mean	SD	df	t-value	p-value
Barriers of speaking English among arts and science college students of rural area with regard to gender	Male	24	77.79	13.491	196	-1.845	0.067
	Female	174	81.79	9.374			

In the above table, the p- value (0.067) is greater than 0.05, hence the null hypothesis is ACCEPTED at 5% level of significance. It shows that, there is no significant difference in barriers of speaking English among arts and science college students with regard to the personal variable gender.

Table 3. Significant difference between nuclear family and joint family arts and science college students in barriers of speaking English

Total	Type of Family	No	Mean	SD	df	t-value	p-value
Barriers of speaking English among arts and science college students of rural area with regard to type of family	Nuclear	172	81.48	9.891	31.579	0.585	0.563
	Joint	26	80.15	10.869			

In the above table, the p- value (0.563) is greater than 0.05, hence the null hypothesis is ACCEPTED at 5% level of significance. It shows that, there is no significant difference in barriers of speaking English among arts and science college students with regard to the personal variable type of family.

Findings

i.   The investigator found out that there is no significant difference of barriers of speaking English among the arts and science college students with regard to Age.

ii.   The investigator found out that there is no significant difference of barriers of speaking English among the arts and science college students with regard to Gender.

iii.   The investigator found out that there is no significant difference of barriers of speaking English among the arts and science college students with regard to Type of family.

Discussion

The study reveals that the mean scores of the nuclear family is more than the mean scores of joint family with regard to barriers of speaking English among arts and science college students. The study reveals that the mean scores of the female students is more than the mean scores of male students with regard to barriers of speaking English among arts and science college students.

Recommendations

Based on the findings the investigator recommends that

1.   The students who are studying from nuclear family are weak in language skills and they face lot of barriers in speaking. Hence the students should develop an attitude of speaking with their peer group and friends.

2.   The students should be provided with lot of language activities in the classroom especially language classes.

3.   LSRW skills should be given much importance and the students should be motivated to enhance these skills in English.

Conclusion

The barriers of communication with respect to listening, speaking, reading and writing will affect the ability of communication in an individual. Hence the barriers of communication with respect to speaking should be overcome using strong speaking skills.

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ABOUT THE AUTHORS

Selva Malar, J. D. *is a P.G. student, pursuing his M.Ed., programme in Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India. She holds an M.A, degree in English and she has participated in national and international level seminars and workshops.*

Dr S. Lenin *Faculty member of Department of Education Manonmaniam Sundaranar University Tirunelveli, Tamil Nadu, India is an educationist with 15 years of teaching experience. He has published more than 20 articles in reputed journals. He is an author of 3 books on Educational Sociology, English Education and A handbook on teaching and learning. He has served as a resource person in more than 100 forums.*

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