

Hindrance in Acquisition of Second Language Speaking among Primary School Students.

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ABSTRACT:

English has spread all over the world. English plays an important role in all fields. English is an important language for all kinds of professional and personal goals. It is estimated one billion people worldwide speak English as L2 and 67 countries have English as their official language, 27 countries have English as their secondary official language. As English language has four-fold skills such as listening, speaking, reading, writing. Speaking skill lays foundation for other skills in English language. This research was conducted in order to find out the improvement in students speaking comprehension to figure out whether the students are good in English language speaking and have interest to speak in English. And it also emphasizes the barriers in acquisition of English language and attainment of proficiency in speaking skills for this study 40 students were taken for survey from school VIII std students studying in Lucy Perry Noble Girls Higher Secondary school. The researcher has taken 20 tools to identify the barriers the acquisition of speaking skills.

Key words: Barriers , Attainment, Language Acquisition, Importance , Speaking

1. Introduction:

Speaking means to converse are express once thoughts, ideas, information, emotions and feelings. In this current scenario English language plays a prominent role in all the aspects of human life development, it allows to broaden your world from job opportunities to the ability to relate to people from every much more interesting fields so there is huge needs for the L2 learners to acquire the fluency in English speaking skills.

2. Statement of The Problem:

Hindrance in Acquisition of Second Language Speaking among Primary School Students

3. Objectives of The Study:

To identify the difficulties in English language speaking in classroom.

4. Need of The Study:

- English language speaking is to built language knowledge to the students to overcome the struggle in L2.
- To improve the communication skill in middle school students.

- To overcome the fear while facing interview.

5. Hypothesis of The Study:

There is no significant difference in analysing the problems faced by school students with respect to the variables of locality, parent's qualification, medium of instruction.

6. Limitations:

- The study is limited only to Madurai district.
- The study is limited to 40 students.
- The study is limited to non cognitive variables like sex, socio-economic status and cognitive variables like academic achievement.

7. Methodology:

In view of the objectives of the present study the researchers have adopted the descriptive survey method.

8. Sample:

In the present study 40 samples collected from middle school students in Madurai district.

9. Population of The Study:

The population is the aggregate or totality of objects or individual regarding which inferences are to make in a study. The population for the present study includes 40 students of primary school students in Madurai district.

10. Tool Description:

A self constructed tool prepared by the investigator was used as the tool for the study.

11. Statistical Techniques:

Mean, Standard deviation, T-test, F- test is the statistical techniques used in the study.

12. Data Analysis and Interpretation:

The following data analysis were carried out.

Table 1:

Number of variables	Factor	Number of Students
Locality	Rural	25
	Urban	15
Family Type	Joint	16
	Nuclear	24
Annual Income	Below 1 lakh	33
	Above 1 lakh	7
Parent Educational Qualification	Illiterate	10
	School education	26
	Graduate	4
Parent Occupation	Self	25
	Private	10
	Government	5

from the table1 it is found that the background of the student's level.

Hypothesis 1:

There is significant difference between the middle school level school students with respect to the variable namely locality.

Variable	Sub group	Mean	Standard Deviation	't'- Value	Remark
Locality	Rural	64.80	8.637	0.684	Significant
	Urban	62.32	9.616		

Table shows that the calculated 't' value is 0.684 equal to the table value 0.684 at 2.02 level. So the *null hypothesis is rejected*. Here *there is a significant difference between the Rural and Urban students towards their environments*. The mean value of urban students is higher than the Rural students. Because Urban students have the environment to speak in English.

Hypothesis 2:

There is no significant difference in English speaking comprehension on middle school level students with respect to the variable Family type.

Variable	Sub group	Mean	Standard Deviation	't'- Value	Remark
Family Type	Joint	63.94	12.445	0.009	No significant
	Nuclear	62.79	6.534		

Table shows that the calculated 't' value is .009 greater than the table value 0.684 at 2.02 level. So the *null hypothesis is accepted*. Here *there is no significant difference in English speaking comprehension on primary school students with respect to the variable family type*.

Hypothesis 3

There is no significant difference in English speaking comprehension on middle school level students with respect to the variable Annual Income of parent.

Variable	Sub group	Mean	Standard Deviation	't'- Value	Remark
Parent annual income	Below 1 lakh	62.52	9.032	0.888	No Significant
	Above 1 lakh	66.71	10.078		

Table shows that the calculated 't' value is 0.888 greater than the table value 0.684 at 2.02 level. So the *null hypothesis is accepted*. Here *there Is no significant difference in English speaking comprehension on primary school students with respect to the variable parent Annual income*.

Hypothesis 4

There is *no significant difference* in English speaking comprehension on middle school level students with respect to the variable *parent Educational qualification*.

Variable	Sub group	Mean	Standard Deviation	't'-Value	Remark
Parent Educational qualification	Illiterate	64.80	8.637	0.661	No Significant
	School Education	62.32	9.616		
	Graduate	12.580	1.457		

Table shows that the calculated 't' value is 0.661 greater than the table value 0.684 at 2.02 level. So the *null hypothesis is accepted*. Here *there is no significant difference in English speaking*

comprehension on primary school students with respect to the variable Parent Educational qualification.

Hypothesis 5:

There is *no significant difference* in English speaking comprehension on middle school level students with respect to the variable *parent Occupation*.

Variable	Sub group	Mean	Standard Deviation	't'-Value	Remark
Parent Occupation	Self	64.60	9.768	0.016	No Significant
	Private	57.50	2.718		
	Government	68.00	10.909		

Table shows that the calculated 't' value is 0.016 greater than the table value 0.684 at 2.02 level. So the *null hypothesis is accepted*. Here *there is no significant difference in English speaking comprehension on primary school students with respect to the variable Parent Occupation*.

13. Findings:

- There is significant difference in English language speaking in Tamil medium students rural and urban area students.
- There is no significant difference based on their parent's educational qualification.
- The middle school students have more difficulties in speaking English as they have their medium as Tamil.
- The urban area students shows more interest in English speaking than rural area students.

14. Suggestions:

Teachers must take classes in English they should promote students to strictly speak in English in classroom while discussing or throwing questions to the students. Teachers must ask students to perform daily activities in classroom such as newspaper review, storytelling, group discussions, debates, book reading, word puzzles, etc. and it is the responsibility of parent's and students to cooperate in all these activities and these practices should be carried out in home also this will help the students to improve in their English speaking skill.

15. Conclusion:

From the above result it is concluded that the urban students and educated parent's shows more interest in encouraging their children speaking in English and provides perfect environment than the rural students and illiterate parent's thus the importance of English speaking should be known to the parent's of illiterates and also to the students of rural.

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