

LEARNING ENGLISH FOR TODAY'S YOUNGSTERS: A RESEARCH STUDY

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Abstract

The goal of this study is to identify the characteristics that make language proficiency difficult. Reality is the most abstract thing there is. The expectation in the current situation is "breaking the boundaries," whereas reality is "confronting the barricades." This study clarifies the obstacles facing today's youth in their quest for linguistic competence. This study's goal is to pinpoint precisely what prevents someone from becoming effective. Using survey questionnaires as directed is the method for gathering data. For this reason, surveys are conducted among children and students. The results demonstrate that despite the technological globalisation of our planet, a cultural barrier known as "hesitation" still exists. According to the results, 63% of students are reluctant to speak in English even though they want to. 56% of pupils fear bullying, and 74% of children believe their language is substandard. In general, one must overcome these obstacles and work hard to learn the language.

Keywords: *learning English, language proficiency, language barriers, hesitation, linguistic competence.*

Introduction

Because "language changes the thinking," learning a language is exciting. Being a required subject in education, English has a definite value in determining how one's career will develop. Due to the effectiveness of language today, there is something called a BARRIER that prevents everyone from reaching their maximum skill. Although all groups of people need to speak English, today's youth must overcome numerous obstacles to develop a strong command of the language. Everything from writing a simple letter to taking an oral exam, presenting a paper, and going through an interview presents challenges. According to Chris Smith, there are many distinct types of barriers. These include inter-personal, communicative, semantic, physical, cultural, perceptual, gender, and semantic obstacles.

Both internal and external barriers exist. External barriers may or may not be our fault, but our internal walls are unquestionably our fault.

Study Background

Let's first examine the first theories on barriers. Barrier was designed to protect years ago. Take "The Great Wall of China," the huge wall that protects the nation. The military fence that separates India and Pakistan suggests that relations between the two nations are

good. These obstacles worked well. Barriers are now nothing more than thorns in your progress when moving from the past to the present. We need barriers to keep us safe. However, various obstacles now threaten to separate us. The "Language barrier" is one of them.

Significance of the Study

It is so much worse that someone who is competent in their field of expertise was unable to succeed because of poor English. The sole reason that 51% of engineering graduates are unemployed is due to inadequate English skills. The purpose of the study is to comprehend the primary causes of why the majority of children (students) struggle to develop effective language skills.

Objectives

1. To be aware of the numerous difficulties college students confront.
2. To identify what it is that genuinely makes one stop learning a language well.
3. Corrective actions to deal with the issues.

Hypothesis

The following consideration revolves around the two fictitious phenomena of the study.

1. Internal obstacles, such as fear, shyness, and bullying, prevent people from becoming proficient.
2. It makes the assumption that the medium of instruction is not at all a barrier.

Methodology

A survey questionnaire was created for college students studying arts, science, B.Ed., and engineering after looking at pertinent technique. The population of this study is thought to consist of some B.Ed. college students as well as some students of the arts, sciences, and engineering.

Tool

A survey is conducted using a list of 20 yes/no questions related to the subject.

Sample

120 college students, both male and female, were chosen at random for the sample. Thirty boys and 90 girls were polled from this group. They are all currently enrolled in school and range in age from 19 to 24.

Procedure

The statistical package for social science (SPSS.16.0) method was used to analyse and calculate the percentages (%) from the responses provided by the respondents. Tables are used to convey analyses and significant details.

Table 1 (n=120)

	Details	Response (Yes)		Response (No)	
		No. of students	Percentage	No. of students	Percentage
1	The greatest obstacle is hesitation.	76	63%	44	36%
2	A bullying fear	68	56%	54	43%
3	Likelihood of speaking English	98	81%	32	26%
4	A lack of confidence in your words	89	74%	31%	25%
5	Desire to perform in English	95	79%	25	20%
6	Feel anxious when speaking in English	90	75%	30	25%

Table 2 Analysis of Tamil-speaking pupils to determine whether or not their language of instruction prevents them from improving their English (n=69)

S. No	Detail	Response (Yes)		Response (No)	
		No. of students	Percentage	No. of students	Percentage
1	The hurdle to learning a good language is the Tamil medium	52	75%	17	24%

Findings

The report uses the SPSS Method to explain its findings and evaluates them as follows:

- According to Table 1, 63% of students say that hesitation is their major obstacle.
- The best medicine is laughter, but not when you're the target. Emphasis is brought out by the statistic that 56% of pupils fear peer pressure when speaking English.
- 81% of students respond "yes" when asked if English is similar to other languages.
- Surprisingly, 74% of students feel as though their language proficiency is below average, and 75% experience fear and nervousness when speaking English.
- According to Table 2, 75% of students studying in Tamil acknowledge that the language of instruction is a barrier to learning the language well.

Remedies to Overcome

The following advice is a useful hand in overcoming obstacles.

- "Bird in hand" theory; Start acting on what you already have at hand in order to overcome hesitation; the rest will follow.
- "The Affordable Loss Principle". Don't let thoughts of rewards control your actions. Instead, consider how much you might lose, and arm yourself accordingly.
- Don't be afraid of errors.
- Be open to learning new things.
- Get over your hesitation by practicing.
- For effective language use, practice tongue twisters.
- Stop bothering about grammar while speaking.
- Develop the courage to correct your errors.
- Stock up on reliable language resources.

Suggestions

Physical, social, cultural, familial background, unsuitable and insufficient practise from uneducated, indifferent, and unintended teachers, as well as dysfunctional peer groups, prevent one from speaking well when they are visualising externally. However, the study contends that despite the presence of external issues, there are some significant internal obstacles that each of us must overcome in order to achieve proficiency. Due to their lack of confidence, attitude, and interest, today's students struggle to handle English effectively, efficiently, and excellently. One should first remove any internal obstacles that are impeding their progress before concentrating on any external obstacles.

Result

Barrier: Medium of Instruction - 75% (through table 2). The first finding supports the hypothesis that fear of speaking well and bullying are the main obstacles to language acquisition. Second, the evaluation dissatisfies or refutes the hypothesis by showing that the medium of instruction plays a role as a barrier to learning a better language (Null Hypothesis)

Conclusion

In light of the findings, this study jumps to the conclusion that internal factors such as hesitation, fear, lack of confidence, etc. prevent young people from becoming proficient in a language. The private obstacles must be overcome. The external obstacles must be faced first. When barriers are removed, young people's English proficiency becomes apparent.

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