

## PROBLEMS OF COLLEGE STUDENTS FACE IN SPOKEN ENGLISH - A STUDY

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### **Abstract**

*One of the main issues with children is the language barrier. Language barriers affect both the sender and the receiver. This study aims to quantify the language barrier faced by college students. The "Medium of Instruction" was the main area of concern. The recommendations indicated that the language teacher should make an effort to enhance the pupils' conversational abilities. The study's findings indicate that the majority of students mentioned their inability to speak English fluently as a result of the school's use of Tamil as the primary instructional language. The study reveals how a student's communication style is influenced by the medium of education. Thus, it is evident from the conclusion that the main obstacle to acquiring language fluency is the medium of instruction.*

### **Introduction**

One of the biggest issues in today's society is the language barrier. Students who lack linguistic proficiency deal with a variety of issues in daily life. The main issues are the medium of instruction, ineffective language instructors, a lack of motivation, and a dearth of opportunities for students to become fluent in English. Students struggle in their higher education and careers as a result of the ineffective language instructors working in schools. People in India who work in non-native states struggle greatly because of a lack of language proficiency. Due to their limited English proficiency, students are reluctant to speak in front of others in English.

### **Objectives**

- To examine language barriers and examine the distinctions between men and women.
- To determine whether there are any notable differences between engineering, B.Ed., and arts & sciences students.
  - To determine whether the linguistic hurdles faced by English- and Tamil-medium pupils differ significantly.
  - Offering solutions

### **Significance of the Study**

According to Ludwig Wittgensten's phrase, "The limitations of my language are the limits of my world," English is a widely used language worldwide. Therefore, it is crucial to

know English in today's society. This study aims to identify the difficulties with English that college students encounter.

### **Hypothesis**

- There is no discernible gender difference in the language challenges experienced by students.
- There are no appreciable differences between engineering, B.Ed., and arts & sciences students.
- There is no discernible difference between English- and Tamil-medium students in terms of language barriers.

### **Methodology**

The aims of this study were attained by using the survey approach. The psycholinguistics professor at the University of Nottingham, Zoltan Dornyei, served as the inspiration for the study's suggested questionnaire.

### **Design of the Study**

Students enrolled in B.Ed., Arts & Science, and Engineering courses receive questionnaires.

### **Tools of the Study**

Surveys were employed as a research instrument to examine the students' attitudes on language usage difficulties.

### **Procedure**

On an individual basis, each student in the group received the analysis. The pupils were requested to carefully read the instructions and respond to each of the scoring items. The scoring key provided in the tool's instructions was used to score the responses. The collected information was tabulated and examined.

### **Statistical Analysis**

#### **Group Statistics**

**Table 1 Displaying the results for men and women**

<b>Sex</b>	<b>N</b>	<b>Mean</b>
Male	42	33.1167
Female	78	31.2821

**Table 2 Displaying the t-test results for men and women**

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Total	Equal variances assumed	2.556	.113	2.916	118
	Equal variances not assumed			2.754	71.520

According to the above table, there is no appreciable difference between male and female English language learners. It has been discovered that male students have greater difficulty than female students speaking English fluently.

### Group Statistics

**Table 3 Displaying the results for Tamil and English**

	Medium	N	Mean	Std. Deviation	Std. Error Mean
Total	Tamil	85	33.3294	2.81318	.30513
	English	35	28.5714	2.52384	.42661

This table shows a significant difference in second-language acquisition between Tamil and English mediums. It demonstrates unequivocally that Tamil-medium students are less proficient in English communication than English-medium students.

**Table 4**

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Total	Equal variances assumed	.281	.597	8.668	118
	Equal variances not assumed			9.071	70.245

### ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	298.272	2	149.136	15.248	.000
Within Groups	1144.320	117	9.781		
Total	1442.592	119			

According to the aforementioned table, there is a sizable distinction between students majoring in Arts & Science, B.Ed., and Engineering. It turns out that engineering students have more difficulty than arts and science or B. Ed. students do.

### **Suggestions**

Students should be encouraged to speak English by their language instructors, who can also organise games that focus on the language. Give training in a language lab.

### **Findings**

- There is a notable difference in the language barriers according to gender, and the study's suggested theory was refuted.
- There is a significant difference in the language barrier between students who learn in Tamil and English, and the study's suggested hypothesis was refuted.
- There is a significant difference between students majoring in arts and sciences, B.Ed. students, and engineering students, disproving the theory.

### **Result**

According to the research, males experience language barriers more frequently than females, who don't experience them as severely. In addition, Tamil-medium students face much more obstacles than English-medium pupils do. Additionally, we deduce that engineering students suffer significantly more than arts and science students.

### **Conclusion**

In general, this research shows that students who studied in the Tamil medium are having more difficulty in their higher education than students who studied in the English medium. When education is provided equally to everyone, issues of this nature won't arise. In Tamil-medium schools, teachers should make sincere efforts to teach English as a second language and students should be given a solid foundation in communicative English.

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