

A Study On Interest Of Higher Secondary School Students In English In Relation To Their English Language Spoken Skills

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ABSTRACT

This research article focuses on the interest of higher secondary school students in English and its influence on their English language spoken skills. The authors used survey method of research. Using self-constructed scale on Interest in English and English language speaking skills of Josephine Mary (2012), the data were collected. The investigator randomly selected 598 students using simple random sampling technique. Mean, Standard Deviation, 't' Test, F Test and Pearson's Product Moment Correlation were used to analyse the data. The findings revealed that interest of higher secondary school students in English is significantly correlated with their English language spoken skills.

Keywords: Interest in English, English Language Spoken Skills

INTRODUCTION

Language is a tool of communication between the people to express their views and opinion to others and do some actions in a successful way, they perceive. It helps the people to save their experiences and knowledge learnt through the language. It also helps the past come to be true in the form of the present and to plan a future. Language supports the people to learn how to think and how to feel.

According to Bernstein and Tiegerman (1989), Language is a socially shared code, or conventional system, that represents ideas through the use of arbitrary symbols and rules that govern combinations of these symbols (P. 4).

Language is not just an accumulation of various skills because it is an integrated skill. In most of the conditions, the people have to use more than one skill at a time. The common factor involved in all the skills is the language system. For the purpose of language learning, the learners are in need of interest in that language and some of the meaningful practices that are need to adopt the language skills for their day-today usage.

FACTORS OF LANGUAGE LEARNING

There are so many factors identified by various researchers in different phases of language learning viz., environment, parental support, interest in the subject, language aptitude, attitude towards the subject, motivation on the part of parents, teachers and peer group members. The authors adopted one among the factors namely interest in English which may significantly influence the language skills, especially English language spoken skills of the students.

Interest of the Students

A student's interest can affect how they learn a language. More interested students have been shown to take longer to acquire a language skill because they are more hesitant to make mistakes. On the other hand, they are more likely to go out on a limb and try out their newly learnt vocabulary (Emerald and Smith. 1997). To ensure the interest in language, it is important to create a conducive atmosphere where the students understand that mistakes are part of the learning process and it's more important to speak than to be perfect. Hence, interest plays a vital role in influencing the language skills.

Language Skills

Two of the four language skills, which are often called 'receptive skills' namely 'listening' and 'reading' are comparatively passive, requiring less hard work of the learner, because while listening or reading, the person is at the receiving end of the communication channel. The other two skills viz., 'speaking' and 'writing', are 'active skills'. Here, the person being at the transmitting end of the channel has to take the initiative (Dulay Heidi. 1992). These are called productive skills. Among these skills, speaking skill is more and more important one which makes the people to express their views or concepts or opinion either elaborately or in a nutshell. Speaking skill demands the exercise of the speech organs.

Spoken Skill

Speaking is a muscular activity. People use speech organs to produce sounds. In learning to speak our own language, we learn certain specific muscle habits. Where sounds of a second language are different from those of our mother tongue we have to learn new muscle habits (Frisby, 2004, P. 43).

There must be some kind of exposure to language input, so that the natural learning mechanisms have something to work on. Learners have to be exposed to English through clearer pronunciation, slower pace, simpler structures and common vocabulary. In order to learn better, interest in the subject is an important one.

NEED AND SIGNIFICANCE OF THE STUDY

The British introduced the English system of education in India in 1835. It was the language used by the British administration and was thus politically imposed on the Indian Education System. After independence, various changes took place in the system. Several Education Commissions recommended progressive switch over to the mother tongue. However, the importance of English could not be overlooked.

It is very important to note that the interest of the students in learning the subject - English, which may make the students in developing the language skills. Among the four language skills, speaking skill is very important one because only through expressing the things, people can fulfill their needs and knowing others response. It would be necessary to know what interests the students must have, and what stimulates them to use the speaking skill. Hence, it is of the opinion that the students may feel very difficult to learn the English

language spoken skill with a higher level anxiety and they could not understand the basic language concepts, and at the same time, they may not have good level of interest in English. In order to get a clear-cut picture on this fact, the investigator would like to take up this study.

TITLE OF THE STUDY

A STUDY ON INTEREST OF HIGHER SECONDARY SCHOOL STUDENTS IN ENGLISH IN RELATION TO THEIR ENGLISH LANGUAGE SPOKEN SKILLS

DEFINITION OF THE KEY TERMS

Interest in English

By this, the investigator refers to “feeling of learning the English language in a deeper manner”.

Higher Secondary School Students

By this, the investigator refers to the students studying standards XI and XII in the higher secondary schools.

English Language Spoken Skills

By ‘English Language Spoken Skills’, the investigator means that it is the one of basic language skills such as Listening, Speaking, Reading and Writing.

OBJECTIVES

1. To find the level of interest in English of higher secondary school students.
2. To find the level of English language spoken skills of higher secondary school students.
3. To find the significant difference in interest in English of higher secondary school students with regard to certain background variables - gender, nature of school and locality of school.
4. To find the significant difference in English language spoken skills of higher secondary school students with regard to certain background variables - gender, nature of school and locality of school.
5. To find the significant relationship between interest in English of higher secondary school students and their English language spoken skills.

METHOD AND PROCEDURE

The authors used survey method of research. Using self-constructed scale on Interest in English and Test on English language speaking skills of Josephine Mary (2012), the data were collected. The investigator randomly selected 598 students using simple random sampling technique. Mean, Standard Deviation, ‘t’ Test, F Test and Pearson’s Product Moment Correlation were used to analyse the data.

ANALYSIS AND FINDINGS**Percentage Analysis**

Table - 1: Level of Interest in English of Higher Secondary School Students

	Low		Moderate		High	
	N	%	N	%	N	%
Interest in English	74	12.40	433	72.40	91	15.20
English Language Spoken Skill	111	18.60	396	66.20	91	15.20

From the above table, it is inferred that 12.40% of the higher secondary school students have low, 72.40% of them have moderate and 15.20% of them have high level interest in English.

18.60% of the higher secondary school students have low, 66.20% of them have moderate and 15.20% of them have high level English language spoken skill.

Null Hypothesis - 1

There is no significant difference in interest in English of higher secondary school students with regard to gender.

Table - 2: Difference in Interest in English of Higher Secondary School Students with regard to gender

Gender	N	Mean	SD	Calculated 't' Value	Remark
Male	292	62.39	18.103	1.480	NS
Female	306	64.40	14.954		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the male and female students do not differ significantly in their interest in English.

Null Hypothesis - 2

There is no significant difference in interest in English of higher secondary school students with regard to nature of school.

Table - 3: Difference in Interest in English of Higher Secondary School Students with regard to Nature of School

Nature of School	N	Mean	SD	Calculated 't' Value	Remark
Unisex	289	60.44	13.975	4.348	S
Coeducation	309	66.20	18.284		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the students studying in unisex schools and coeducation schools differed significantly in their interest in English. The students studying in coeducation schools have better interest in English.

Null Hypothesis - 3

There is no significant difference in interest in English of higher secondary school students with regard to locality of school.

Table - 4: Difference in Interest in English of Higher Secondary School Students with regard to Locality of School

Locality of School	N	Mean	SD	Calculated 't' Value	Remark
Rural	271	68.09	18.065	6.338	S
Urban	327	59.55	14.148		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the students studying in rural and urban schools differed significantly in their interest in English. The rural school students have better interest in English.

Null Hypothesis - 4

There is no significant difference in English language spoken skills of higher secondary school students with regard to gender.

Table - 5: Difference in English Language Spoken Skills of Higher Secondary School Students with regard to gender

Gender	N	Mean	SD	Calculated 't' Value	Remark
Male	292	22.89	2.560	0.168	NS
Female	306	22.92	2.466		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the male and female students do not differ significantly in their English language spoken skills.

Null Hypothesis - 5

There is no significant difference in English language spoken skills of higher secondary school students with regard to nature of school.

Table - 6: Difference in English Language Spoken Skills of Higher Secondary School Students with regard to Nature of School

Nature of School	N	Mean	SD	Calculated 't' Value	Remark
Unisex	289	23.01	2.512	0.996	NS
Coeducation	309	22.81	2.509		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the students studying in unisex schools and coeducation schools do not differ significantly in their English language spoken skills.

Null Hypothesis - 6

There is no significant difference in English language spoken skills of higher secondary school students with regard to locality of school.

Table - 7: Difference in English Language Spoken Skills of Higher Secondary School Students with regard to Locality of School

Locality of School	N	Mean	SD	Calculated 't' Value	Remark
Rural	271	22.86	2.479	0.399	NS
Urban	327	22.94	2.539		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the students studying in rural schools and urban schools do not differ significantly in their English language spoken skills.

Null Hypothesis - 7

There is no significant relationship between interest in English of higher secondary school students and their English language spoken skills.

Table - 8: Relationship between the Interest in English of Higher Secondary School Students and their English Language Spoken Skills

Variable	N	Calculated 'r' Value	Table Value	Remark
Interest in English vs. English Language Spoken Skills	598	0.552	0.083	S

It is inferred from the above table that the interest of higher secondary school students is significantly correlated with their English language spoken skills.

CONCLUSION

The authors concluded that the students classified in terms of nature and locality of school significantly differed in their interest in English. In their English language spoken skills, they are found to be equal. This is because of, the students are generally motivated to score more marks in their school subjects, in order to get admission in higher education institutions, which in turn, their interest is automatically instilled in their minds. The finding of the correlation analysis also supported this finding. Hence, the interest in English significantly influenced their English language spoken skill.

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