



## FACTORS INFLUENCING THE SPOKEN ENGLISH SKILLS OF STUDENTS

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### Abstract:

*English is the most important language in India from the point of view of its official use. When the student seeks any job after completing his/her college education most of the times the English language skills are assessed in the interview. The spoken skills are given a lot of importance when communication becomes the important part of the job he/she is offered. As far as the state of these skills in students is concerned, a deteriorating picture is found due to certain factors. In this research paper it is tried to find out the mother tongue interference as well as the prejudice in students against English language as the major problems in the development of English spoken skills of L2 learners.*

**Key words:** college education, English language skills, spoken skills, communication, mother tongue interference, L2 learners.

### 1. Statement of the Problem:

It is found that even after completing the undergraduate college education the students cannot speak English properly. Though having good marks in the marks sheet the students fail to perform well in the interview when the medium of it is English language. There are certain factors that influence the development of English spoken skills in L2 learners. Mother tongue interference and the prejudice against English language become the major barriers in it. The present research paper focuses on these two important factors.

### 2. Objectives of Study:

The following objectives are chalked out for this research study.

A. To find out whether the mother tongue interference and the prejudice against English influence the development of English spoken skills in students.

B. To find out how much do the students try to overcome this problem.

### 3. Hypotheses:

According to the central objectives of this research study the hypotheses that have guided it are as follows:

A. The mother tongue interference and the prejudice against English language in students influence the development of English spoken skills.

B. The efforts of students to overcome these problems are not adequate.

**4. Methods and Tools:**

For the present research study the survey method is used. The data is collected through the questionnaire by using the incidental sampling method.

**5. Scope and Limitations:**

The 03 colleges in Nasik district selected for present study were as under:

1. MGV's Arts, Science & Commerce College, Nampur.
2. K.A.A.N.M.S. Arts, Commerce & Science College, Satana.
3. Arts & Commerce College, Taharabad

The present study is also limited to the first year under graduate students in the faculty of Arts in all the said colleges. Total eighty four students were given the questionnaire for their feedback.

**6. Analysis of the Data Collected:**

The following questions were asked to the students. The responses given by them are analyzed as under:

**Q. Do you think that your mother tongue obstructs your communication in English?**

<b>Options:</b>	1. A lot	2. Quite	3. A little	4. Not at all
<b>Responses in %:</b>	13.09	46.42	38.09	2.38

59.51% (Opt.-1+2) students think that their mother tongue significantly obstructs the communication in English.

**Q. Do you try to minimize mother tongue interferences in English communication?**

<b>Options:</b>	1. A lot	2. Quite	3. A little	4. Not at all
<b>Responses in %:</b>	30.95	44.04	20.23	4.76

24.99% (Opt.-3+4) students do not try significantly to minimize mother tongue interferences while communicating in English.

**Q. Are you prejudiced against the languages other than your mother tongue?**

<b>Options:</b>	1. A lot	2. Quite	3. A little	4. Not at all
<b>Responses in %:</b>	5.95	21.42	20.23	52.38

27.37% (Opt.-1+2) students are significantly prejudiced against the languages other than their mother tongue.

**Q. Are you prejudiced against English language just because it is a British language?**

<b>Options:</b>	1. A lot	2. Quite	3. A little	4. Not at all
<b>Responses in %:</b>	9.52	13.09	20.23	57.14

22.61% (Opt.-1+2) students have developed considerable prejudice against English language just because it is British language.

**Q. Do you try to treat English language objectively?**

<b>Options:</b>	1. A lot	2. Quite	3. A little	4. Not at all
<b>Responses in %:</b>	32.14	52.38	13.09	2.38

15.47% (Opt.-3+4) students do not try significantly to treat English language objectively.

**7. Conclusion:**

The analysis of the data collected for this research study has led towards the following conclusions:

1. Many of the students think that the mother tongue interference put difficulties in the way of learning English.

Recommendation: The students should be first made aware of the major mother tongue interferences and be guided to avoid them systematically. Later on, on their own or, if needed, with the help of teacher, they can go for its detailed study.

2. Some students do try a little to minimize mother tongue interferences.

Recommendation: Students should be encouraged to minimize such interferences by being more conscious about it.

3. Considerable percentage of students has developed prejudice against the languages other than their mother tongue.

Recommendation: Such section of students should be counselled properly to avoid value judgments regarding various languages and to understand the importance of English language particularly in the professional world.

4. Considerable number of students has developed prejudice against English language just because it is a British language.

Recommendation: Students should be taught to see at any language only as a means of communication.

5. Some of the students do not treat English language objectively.

Recommendation: Students should be counselled to treat objectively any language they learn and not to give any social, cultural, ethnic dimension to it.

Thus all of the objectives of this research study are achieved and the hypotheses are also validated from the conclusions.

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