**Dr. B Saminathan**
Assistant Professor,
Department of Education,
Bharathidasan University,
Trichy, Tamil Nadu, India

# Understanding problems in English speaking among IX standard students

## Dr. B Saminathan

### Abstract
The English language has an important standing in global communication, hence both oral and written English skills are essential around the world. However, to many, speaking English seems to be a very challenging task. The aim of this study was to discover if adult learners of English experience problems in English speaking, and if so, what types of problems and why. Recognizing the problems benefits both the students and the teachers, and, based on the results, more practical and functional communication skills should be emphasized in English education in order to attain better active oral skills. Hence, the Investigator aimed to identify the problems faced by the students while speaking English. For this purpose, forty students were selected from standard IX as a sample for this study. The students studying in IX standard are facing difficulties in speaking English. Hence, the investigator decided to choose to conduct a descriptive study. All the forty students were dealt with individually. All the forty students were asked to express their difficulties in speaking English. As a whole, 21 valuable statements were expressed. Most of the students expressed that their fear of committing mistakes. Some needed self-confidence to speak without hesitation. Some expressed their inability to join special speaking English courses. Some expressed their parents inability to paid for to study in English medium. Some of the students complained they have not been learnt properly neither functional grammar nor formal grammar. Some of the students are worried about the bullying of their peer group. The investigator attempted to suggest right strategies to overcome these difficulties.

**Keywords:** Occupational stress, impact of technology, psychological aspects, loss of self control

## Introduction
The English language has an important standing in global communication, hence both oral and written English skills are essential around the world. However, to many, speaking English seems to be a very challenging task. Since the aim of English education is not only to develop knowledge of grammar and written skills but also to teach oral English skills, this problem needs to be studied in order to remedy the situation. The aim of this study was to discover if adult learners of English experience problems in English speaking, and if so, what types of problems and why. The problems experienced in studying English as a foreign or second language have been studied somewhat, but the problems of the high school students, in particular, experience in speaking English should be studied more. Recognizing the problems benefits both the students and the teachers, and, based on the results, more practical and functional communication skills should be emphasized in English education in order to attain better active oral skills. In addition, accents should be discussed more in the classroom in order to make the attitudes more lenient. Hence, the Investigator aimed to identify the problems faced by the students while speaking English.

Richards (2010) [4] rated language proficiency as the most important skill among the ten core dimensions of expertise in language teaching. Richards further outlines ten specific language competencies that a language teacher needs in order to teach effectively: 1) competence to provide good language models; 2) competence to maintain use of the target language in the classroom; 3) competence to maintain fluent use of the target language; 4) competence to give explanations and instructions in the target language; 5) competence to provide examples of words and grammatical structures and give accurate explanations (e.g. of vocabulary); 6) competence to use appropriate classroom language; 7) competence to select target-language resources (e.g. newspapers, magazines, internet websites); 8) competence to monitor his or her own speech and writing for accuracy; 9)

**Correspondence**
**Dr. B Saminathan**
Assistant Professor,
Department of Education,
Bharathidasan University,
Trichy, Tamil Nadu, India

competence to give correct feedback on learner language; 10) competence to provide input at an appropriate level of difficulty. Clearly, each of these language competences is closely related to a teacher's ability to speak the target language fluently and confidently in class room.

## Second language acquisition

Second language acquisition is an important field in this study. Theory from speech production will also be used to briefly describe the speech process. According to Hansen Edwards & Zampini (2006: 6) The theory section will discuss speech production and also other areas of linguistics, speech perception, universals and markedness, and language anxiety, which might help to explain the factors that contribute to difficulties in speaking English, and then the factors that might cause difficulties in speech production. Research on second language acquisition (SLA) is, of course, an important source of knowledge for this research because it offers explanations for how one learns to speak a second language (SL), and more importantly, what type of factors influence the learning process.

## Factors that affect speech production

The factors connected to speech production in this study will be divided into categories based on Moyer's classification of factors that affect language learning. Moyer's classification is adapted from Schumann's (1979) acculturation model, which will also be used in the analysis of the current study's results. Schumann studied L2 learners residing in the target language (TL) country, and his acculturation model concentrates on social factors that affected the learners' integration into the TL culture. Moyer's classification includes other factors besides social factors, which is why it will be used in categorizing the results of this study.

Schumann's (1978) classification of different factors that affect language learning into five categories: 1) neurological factors; 2) affective and personality factors;3) cognitive and aptitude factors;4) instruction and input factors;5) social factors.

In this study, the investigator classified the problems faced by the students is into five categories: 1) Psychological Problems; 2) Economical Problems; 3) Academic Problems; 4) Parents; and 5) Environment.

## Review of related literature

The investigator made a careful review of most relevant studies. In this section, the investigator first briefly describe some important theoretical perspectives on English language (L2) oral production in the fields of L2 acquisition and pedagogy. Levelt's (1989) speech production model is probably the most influential theory in relation to research into second language (L2) processing. The Levelt's model identifies three processing components (conceptualizer, formulator, and articulator), each of which functions differently in the process of speech production. The conceptualizer is responsible for conceptualizing the message, i.e., generating and monitoring messages; the formulator for formulating the language presentation, i.e., giving grammatical and phonological shape to messages; and the articulator for articulating the language, i.e., retrieving chunks of internal speech and executing the message.

## Need for the study

The aim of English language education is to provide learners with the capabilities to understand the language and the ability to both write and speak it. If learners are not able to speak English, this aim has not been fully achieved. Thus, it is necessary to study this issue in order to discover if people indeed have problems with speaking, and if they do what kind of problems and why. More insight into this might be able to help develop the teaching of English speech production and thus the abilities of English learners.

## Scope of the study

This study attempts to acquire useful information about this problem by analyzing the statements given by the students regarding the problems of speaking English. The aims are to discover the students' difficulties in speaking English and preparing suitable remedial teaching programmes for our classroom setting.

## Objectives of the study

The following are the objectives arrived for the study
- To identify the difficulties perceived by the students in English speaking.
- To understand the difficulties perceived by the students in English speaking.
- To make an attempt to prepare a remedial package to overcome the difficulties in English speaking.

## Hypothesis of the study

Understanding the problems perceived by the students is leads to prepare remedial packages in speaking English among IX standard students.

## Tool for the study

Tool for identification of problem.

The students were asked to narrate their difficulties in speaking English. They were instructed to be free to express their difficulties. They were assured the confidentiality of their statements.

## Sample for the study

The present study was carried out at St. Mary's Higher Secondary School, Trichy, Trichy district, in Tamil Nadu. Forty students were selected from standard IX of the school formed as a sample for this study.

## Methodology of the study

In this study, all the students in IX standard 'A' section have been selected for this study. The students studying in IX standard are facing difficulties in speaking English. Hence, the investigator decided to choose to conduct a descriptive study. All the forty students were dealt with individually.

## Conducting the experiment

All the forty students were asked to express their difficulties in speaking English. They were instructed to be free to express their difficulties in speaking English. They were assured the confidentiality of their statements. As a whole, 21 valuable statements were expressed. Most of the students expressed that their fear of committing mistakes. Some needed self-confidence to speak without hesitation. Some expressed their inability to join special speaking English courses. Some expressed their parents inability to paid for to study in English medium. Some of the students complained

they have not been learnt properly neither functional grammar nor formal grammar. Some of them are worried about their parents' attitude towards watching English programme. Some of the students are worried about the bullying of their peer group.

The following are the difficulties faced by the students in English speaking.

➢ Fear of Committing Mistakes
➢ Fear of wrong pronunciation
➢ Fear of construction of sentences
➢ Fear of Grammatical Mistakes
➢ Lack of self Confidence
✓ Not afford to study in English medium
✓ Not able to attend any special spoken English courses
✓ Not able to buy any materials

No encouragement from parents for speaking English
• No opportunity to speak English

• No opportunity to listen
• Writing English as Knowledge not as a skill
• Neither functional grammar nor formal grammar is learnt property.

No such class room situation.
▪ Parents are illiterate
▪ They don't allow us to study in English medium.
▪ Even if we watch some English programme they don't allow us, rather they misunderstand us.
• Home and school, the society where I 'am' is only concentrate in Tamil
• No chance of listening nor speaking
• Even if speak one or two sentences students make fun of us.
• They pass irrational comments such as
• Over seen etc,

**Table 1:** Classification of problems in speaking English among the Students

| S. No. | Problems | Frequency | Statement |
|---|---|---|---|
| 1 | **Psychological Problems** | 28<br>19<br>23<br>11<br>18 | ➢ Fear of Committing Mistakes<br>➢ Fear of wrong pronunciation<br>➢ Fear of construction of sentences<br>➢ Fear of Grammatical Mistakes<br>➢ Lack of self Confidence |
| 2 | **Economical Problems** | 9<br>8<br>7<br>8 | ✓ Not afford to study in English medium<br>✓ Not able to attend any special spoken English courses<br>✓ Not able to buy any materials<br>✓ No encouragement from parents for speaking English |
| 3 | **Academic Problems** | 8<br>7<br>9<br>10<br>6 | • No opportunity to speak English<br>• No opportunity to listen<br>• Writing English as Knowledge not as a skill<br>• Neither functional grammar nor formal grammar is learnt properly.<br>• No such class room situation. |
| 4 | **Parents** | 12<br>10<br>8 | ▪ Parents are illiterate<br>▪ They don't allow us to study in English medium.<br>▪ Even if we watch some English programme they don't allow us, rather they misunderstand us. |
| 5 | **Environment** | 12<br>11<br>13<br>7 | ❖ Home and school, the society where I 'am' is only concentrate in Tamil<br>❖ No chance of listening nor speaking<br>❖ Even if speak one or two sentences students make fun of us.<br>❖ They pass irrational comments such as |

It was found that twenty eight students expressed their fear of committing mistakes. Hence, they have to be grouped separately and should be given counselling sessions. Each student had more than one problem. Hence, each student should be dealt with individually and the suitable counseling sessions should be conducted separately to the parents and students. Likewise, suitable training sessions also should be conducted.

**Findings and discussion**
In this study every statement taken into account and analyzed the nature of difficulty perceived by the students. In psychological problems there is five statements were grouped. Majority of the statements are related with the fear and hesitation of the student. 28 students expressed their fear of committing mistakes; 19 pupils stated their fear of wrong pronunciation; 23 students expressed their fear of construction of sentences; 11 students uttered their fear of grammatical mistakes; and 18 students stated their fear of self-confidence. These pupil need a separate session of counseling sessions about the speech production and

interlocking pathologies of various factors involved in speaking.

In the group of economical problems 32 students stated their economic reasons for non availability of resources related to the English language exposure. These pupil need a session of counseling sessions and their parents also need to impart awareness about the necessity of the English language speaking skills.

In academic problems 8 students complained that no opportunity to speak English; 7 pupil stated that no opportunity to listen; 10 pupil said they are not learnt properly either functional grammar or formal grammar; 6 students expressed their views the classroom situation is not conducive. These students are need a counseling session of time management and a proper grammar sessions should be arranged.

In parents related problems 30 students stated their views regarding parents' attitude towards their students. Among them some of the parents are illiterate also. The separate counseling sessions should be arranged to the students and parents.

In relation to environmental factors 11 students said no chance of listening and speaking; 13 students complained about the bullying of the peer group; 19 students expressed their unhappiness over the society and others. A separate counseling sessions should be conducted to the students in addition to that a more conducive environment should be provided in their institutions.

## Conclusion

This study was an attempt to understand the students' problems in speaking English in IX standard level. It will helpful to design remedial teaching strategies to improve the speaking standards among the high school students.

## References

1. Saminathan B. Development of multisensory integration approach model-International Journal of Applied Research. 2016.
2. Saminathan B. Use of multimedia as a tool for effective learning-International Journal of Scientific Research. 2015.
3. Saminathan B. Autonomous Atmosphere Approach for Teaching English-Global Journal for Research Analysis. 2015.
4. Richards JC. Competence and performance in language teaching. RELC Journal. 2010; 41(2):101-122.
5. Hilton H. Review of Expertise in second language learning and teaching by K. Johnson (Ed.). System. 2007; 35:112-117.
6. Littlewood W. Communicative and task-based language teaching in East Asian classrooms. Language Teaching. 2007; 40:243-249.
7. Richards JC. Developing classroom speaking activities: From theory to practice. Guidelines, (RELC, Singapore), 2006; 28:3-9.
8. Gillham B. Research interviewing: The range of techniques. Maidenhead, England: Open University Press. 2005.
9. Fulcher G. Testing second language speaking. Pearson Education Limited. 2003.
10. Bygate M. Speaking. In R. Carter & D. Nunan (eds.), Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press, 2001, 14-20.
11. Bygate M. Theoretical perspectives on speaking: Annual Review of Applied Linguistics, 1998; 18:20-42.
12. Ferris D. Students_ views of academic aural/oral skills: a comparative needs analysis. TESOL Quarterly, 1998; 32:289-318.
13. Flowerdew J, Li D, Miller L. Attitudes towards English and Cantonese among Hong Kong Chinese university lecturers. TESOL Quarterly, 1998; 32(2):201-231.
14. Liu NF, Littlewood W. Why do many students appear reluctant to participate in classroom learning discourse? System, 1997; 25(3):371-384.
15. Saminathan B. Cognitive Modelling, University News. 1997.
16. Ferris D, Tagg T. Academic oral communication needs for EAP learners: What subject-matter instructors actually require. TESOL Quarterly, 1996; 30:31-58.
17. Saminathan B. Information Processing Approach to Teaching – Learning – University News. 1995.
18. Cullen R. Incorporating a language improvement component in teacher training programmes. ELT Journal. 1994; 48(2):162-72.
19. Kouraogo P. Language learning strategies in input-poor environments. 1993.
20. System, 21, 165-173. Australian Journal of Teacher Education. 2012; 37(1).