

## PROBLEMS FACED BY WOMEN COLLEGE STUDENTS, IN LEARNING ACTIVE SKILLS IN ENGLISH

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### ABSTRACT

The main aim of the study is to find out the significance difference between problems faced by women college students in learning active skills in English of certain democratic variables. Survey method was adopted for this study. The sample consists of 297 Women College students in Thoothukudi district. Simple Random Sampling Technique was used. "Tool to assess Problems in learning active skills in English" (2015) self made tool developed by the investigator and guide was used to collect the data. The statistical technique used was percentage analysis and 't' test. The findings of the study were: It is found that 68.4% of women college students have medium level of problems in learning active skills, 14.8% of women college students have high level of problems in learning active skills and 16.8% of women college students have low level of problems in learning active skills in English. There is significant difference between English and mother tongue as the medium of instruction at school level by the women college students in their problems in learning active skills in English with respect to the medium of study at school level. There is significant difference between rural and urban women college students in their problems in learning active skills in English with respect to the locality at home. The educational implications and suggestions for further study are also given as per the findings of the study.

**KEYWORDS:** Problems, Women College Students, Learning Active Skills

### INTRODUCTION

Language is one of the most and characteristic factors of human behavior. It is the expression of ideas by means of special sounds combined into words, words combined into sentences and combination of sentences gives answer to ideas and thoughts. Thus, language is the set of human habits, the purpose of which is to give expressions to human thoughts and feelings especially to impart them to others. The Modern Dictionary of Sociology defines language as, a universal form of human behavior involving symbolic communication through a culturally accepted system of sound patterns having standardized meaning. Language is a part and expresses the cultural heritage. Language skills needed to interact in social situations.

#### Need for the Study

English acts as a link language in India and is a major window on the modern world. Such is the importance of English and is essential to use correct English in speech and writing. Women education in India plays a key role in the social and economic development of the country. Educating a woman uplifts her life and her entire family. It is a fact that any educated women will definitely support the education of her child especially a girl child and provide a better guidance to her children. Educated women will easily imbibe an independent and progressive outlook in her children. Studies at

women college students' level are found to be inadequate to eradicate the difficulties in shedding off the difficulties in developing the communicative skills. The investigator, therefore, felt the need of the study. Bearing in mind, the failing conditions of the female student to get mastery of the basic communicative skills in English at the women college level, the investigator has adopted the present study. An undergraduate women student when completes his course, faces competitive world and is forced thrive it. Fluency in English speaking and writing forms the pavement for the road of success. Realizing importance of English, the investigator has opted to make a study on Problems faced by women college students in learning active skills in English in relation to the related variables.

## **OPERATIONAL DEFINITIONS OF THE KEY TERMS**

### **Problems**

Problems in this study refer to something that is difficult and has to be examined carefully for a solution.

### **Women College Students**

College is a place that gives women student's qualification at the level of a university degree, often in the skills they need to do a particular job. The learners of this 'institution' are referred to as college students in this study.

### **Active Skills**

Language learning includes four basic skills. They are listening, speaking, reading and writing. The former two are known as oracy and the latter two are known as literacy both these form the linguacy. The skills of speaking and writing are used as the channels of sending information. The ability to speak and write English fluently is referred to as Active Skills in this study.

## **OBJECTIVES OF THE STUDY**

- To find out the problems faced by women college students in learning active skills (speaking and writing) in English.
- To find out the significant difference, if any, between English and mother Tongue as the medium of instruction at school level by the women college students in their problems in learning active skills in English with respect to the medium of study at school level.
- To find out the significant difference, if any, between rural and urban women college students in their problems in learning active skills in English with respect to the locality at home.

## **HYPOTHESES OF THE STUDY**

- The level of problems learning active skills of women college students is moderate.
- There is no significant difference between English and mother tongue as the medium of instruction at school level by the women college students in their problems in learning active skills in English with respect to the medium of study at school level.
- There is no significant difference between rural and urban women college students in their problems in learning active skills in English with respect to the locality at home.

## METHODOLOGY

Normative survey method has been adapted in this study. A questionnaire was developed to find out the problems in learning active skills in English at women college level.

## POPULATION AND SAMPLE

The student studying in the women college is the population for this study. The investigator used random sampling technique for selecting the sample for her investigation. The investigation randomly selected 297 women college students.

### Tool use for the Study

The investigator has used self made tool. Problems faced by women college students in learning active skills in English.

### Statistical Techniques Applied

The statistical applications percentage analysis and 't' test was applied for the study.

## DELIMITATIONS OF THE STUDY

- This study is delimited to 297 students only.
- This study is delimited to women college students only.
- Only a few variables were selected for the study.
- Only a few problems of learning active skills in English are included in the questionnaire.

## DATA ANALYSES AND FINDINGS OF THE STUDY

### Hypothesis

**Table 1: Table Showing the Level of Problems Faced by Women College Students in Learning Active Skills in English**

| Category | Number | Low |      | Medium |      | High |      |
|----------|--------|-----|------|--------|------|------|------|
|          |        | No  | %    | No     | %    | No   | %    |
| Total    | 297    | 50  | 16.8 | 203    | 68.4 | 44   | 14.8 |

From the above table, it is inferred that, 68.4% of women college students have medium level of problems in learning active skills, 14.8% of women college students have high level of problems in learning active skills and 16.8% of women college students have low level of problems in learning active skills.

### Hypothesis

**Table 2: T-Test Showing the Difference between English and Mother Tongues the Medium of Instruction at School Level by the Women College Students in their Problems in Learning Active Skills in English with Respect to the Medium of Study at School Level**

| Variable                        | Category      | N   | Mean   | Standard Deviation | t-value | Remark (5% level) |
|---------------------------------|---------------|-----|--------|--------------------|---------|-------------------|
| Medium of study at school level | English       | 91  | 168.85 | 38.582             | 8.604   | Significant       |
|                                 | Mother Tongue | 206 | 208.64 | 32.200             |         |                   |

It is inferred from the table t-value is greater than table value; the null hypothesis is rejected at 5 percent level of significance. Hence concluded that there is significant difference between English and mother tongue as the medium of instruction at school level by the women college students in their problems in learning active skills in English with respect to the medium of study at school level.

The mean scores show that students having mother tongue as the medium of study at school level are facing more problem than the student having English as the medium of study at school level in their problems faced by women college students in learning active skills in English with respect to Medium of study at school level.

### Hypothesis

**Table 3: T- Test Showing the Difference between Rural and Urban Women College Students in their Problems in Learning Active Skills in English with Respect to the Locality at Home**

| Variable         | Category | N   | Mean   | Standard Deviation | t-Value | Remark (5% level) |
|------------------|----------|-----|--------|--------------------|---------|-------------------|
| Locality at home | Rural    | 168 | 206.68 | 34.372             | 5.311   | Significant       |
|                  | Urban    | 129 | 183.12 | 40.378             |         |                   |

It is inferred from the table t-value is greater than the table value; the null hypothesis is rejected at 5 percent level of significance. Hence concluded that there is significant difference between rural and urban women college students in their problems in learning active skills in English with respect to the locality at home.

The mean scores show that the rural students faces more problem than the urban students in their problems in learning active skills in English with respect to locality at home.

### EDUCATIONAL IMPLICATIONS

- Students using mother tongue as a medium in their learning, are found to have more problems than English medium students. Fluency can be acquired only by practicing. So practice is needed. Practice of repetition, introducing language games inside the classroom, should be given for the Mother tongue students. Various methods like debate, discussion, seminar, extemporaneous speech, role play, instant vocabulary may be applied.
- Second year students face more problems than other year students. Teachers must boost the students with a soft cornered nature, so that the students can freely express their ideas and suggestions. It will remove their fear and promote the socialization among the other students. Special care must be given for the second year students. It is better to teach with simple and then go for complex one in the beginning stage.
- Maximum exposure to the target spoken and written language should be given for the students.
- The students should be given practice to speak the language not only with proper pronunciation but also with proper stress and intonation.
- Known sounds should be taught first so that there may be no confusion in the pronunciation of words spoken.
- Fluency drill may be given through action, pictures and speech.
- Skill of observation should also be developed first to develop fluency in English.
- Exercises like tongue-twisters can be given for the students to train their vocal cords.

- The teacher should read their writing and unless students do this with genuine interest the writing skills becomes entirely meaningless for students. The teacher, who goes over their writings, correct their mistakes and takes an interest in what they have written, can still be a ready source of inspiration to the students for meaningful writing.
- In order to improve their writing skill, the teacher should give the composition. The topic for composition should be interest in and within the experience of the students. Another important thing is to make the work meaningful for the students.
- Writing letters to friends describing or narrating some interesting things or incidents can be one such meaningful and inspiring activity to enhance the writing skill.

### SUGGESTION FOR FURTHER STUDIES

- This study can be extended to more number of sample or area.
- Studies can be conducted with all professional college students to know their problems in active skills in English.
- Studies can be conducted among Tamil Medium students at higher secondary and secondary level to know their problems in active skills in English.
- Studies can be conducted on the problems faced by Tamil medium students in learning and active skills English in English medium schools.
- Investigation can be conducted to find out ways and methods to improve fluency in speaking and writing in English.
- The speculative reasons given for various findings in this study may be tested experimentally.

### CONCLUSIONS

English occupies important positions in our country. The person's personality has been measured by his and her way of speaking and writing. So the skill of speaking and writing has to be developed better in college level itself. In the present scenario of world as a global village, the common language is inevitable. English deserves to be the common language of the world, so skill of speaking and writing English is the need of the hour. Some college students find it difficult to cope up with this need. Teachers must also boost the students with a soft cornered nature, so that the students can feel express their ideas and suggestions inside the classroom. It will remove psychological fear, promote and socialization among the students and the problems faced by them in speaking and writing English can be reduced. This will make them speak and write English better and by which to survive in this shrinking world.

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