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MITIGATING AFFECTIVE AND COGNITIVE OBSTACLES IN VERBAL ARTISTRY: A HUMAN-CENTRIC MULTIMODAL INTERVENTION STUDY TARGETING PROFICIENCY AUGMENTATION IN ENGLISH LINGUISTIC EXPRESSION

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Abstract

This experimental study explores the complex landscape of English-speaking skill development, emphasizing the intricate interplay between affective and cognitive factors. It examines barriers hindering students from achieving effective verbal communication and introduces innovative pedagogical approaches rooted in language acquisition theories. Affective factors, including motivation, shyness, self-assurance, and self-esteem, are addressed alongside cognitive challenges such as grammar limitations, vocabulary deficits, pronunciation issues, and limited subject knowledge. Employing a multimodal intervention strategy and leveraging real-life experiences, student involvement, confidence-building techniques, and precision in grammar and vocabulary, the study aims to transform language learning. Focusing on a specific demographic of 30 participants, the research assesses the impact of these factors on English speaking proficiency in a foreign language context. Through rigorous pre-test and post-test analysis, complemented by meticulous data collection, this study offers a comprehensive blueprint for overcoming barriers through proficient English-speaking skills. It presents a human-centric, holistic approach that guides students towards eloquent and confident verbal artistry, contributing to a transformative shift in language education.

Keywords: Affective Factors, Cognitive Barriers, English Speaking Skills, Language Acquisition, Multimodal Intervention.

INTRODUCTION

The enhancement of speaking abilities among students who are acquiring English as a foreign language holds a crucial position in the process of language acquisition. Hanifa (2018) emphasizes that effective communication through speaking not only serves practical language use but also lays the foundation for language proficiency.

This development often begins early in a student's academic journey, as noted by Tahir (2015), with many students acquiring some level of speaking proficiency during their early years in school. As students progress through their studies, they continue to refine their speaking skills, allowing them to demonstrate their grasp of essential language components such as vocabulary, grammar, pronunciation, and more, as highlighted by Saputra and Wargianto (2015).

Nurturing speaking proficiency empowers students to forge meaningful interpersonal connections in both casual and formal settings, as stressed by Saputra and Wargianto (2015). This encompassing skill set includes not only the ability to vocalize words but also mastery of grammar, fluency, pronunciation, and the substance of speech, as articulated by Abbaspour (2016). Consequently, educators must actively impart these skills to enable proficient communication within the academic environment. Furthermore, the acquisition of competence in these complementary aspects of speaking leads to enhanced classroom participation and enthusiasm among students, as demonstrated by Jacobs and Hayirsever (2016). Verbal artistry becomes the primary channel through which students convey their thoughts and ideas, particularly in activities like sharing and debates facilitated by educators.

Worldwide, the mastery of verbal expression is recognized as an essential skill, encompassing elements such as grammar, fluency, pronunciation, and the substance of speech, as highlighted by Leong and Ahmadi (2017). Proficient speaking not only serves as a benchmark for one's competence in other English language skills like reading, listening, and writing but also contributes to their development. As students refine their speaking skills, they concurrently acquire proficiency in listening and writing, resulting in a more holistic language aptitude and smoother knowledge acquisition, as pointed out by Leong and Ahmadi (2017). However, the journey of learning English as a foreign language presents students with diverse challenges, stemming from their unique social and educational backgrounds, inadequate language instruction, inhibitions and the influence of their native languages (Asif, Bashir, & Zafar, 2018). These multifaceted challenges compound the complexity of mastering speaking skills, impeding students' progress in language acquisition and comprehension, as illustrated by Lumettu and Runtuwene (2018).

In light of these challenges, it is imperative to investigate the obstacles hindering students from developing their English-speaking skills. With a focus on "Verbal Artistry" and a comprehensive understanding of the complexities involved in language acquisition, this study contributes to a transformative shift in language education, fostering proficient English-speaking skills in a manner that is deeply rooted in the human experience. Through our research, we not only identify these barriers but also provide practical insights and interventions that empower students to excel in the art of verbal expression.

LITERATURE REVIEW AND THEORITICAL FRAMEWORK

Traditionally, non-native English speakers have often been treated as a homogenous group in research literature, assuming a uniform experience in English language acquisition. However, recent insights have challenged this notion, suggesting significant variability in their language learning journeys. The concept of speaking in language acquisition has been explored by various professionals. Fauzan (2016) emphasizes that speaking is a demanding skill that involves using verbal language for interaction and self-expression. In contrast, Saputra and Wargianto (2015) highlight that speaking is not merely a tool for communication but also conveys signals and intentions that listeners must decipher. Derakshan, Khalili, and Behesti (2016) argue that speaking is a complex skill closely linked to daily communication and the social context. It becomes evident that speaking carries meaning and messages crucial for everyday social interactions. Our research is situated within the framework of English as a Foreign Language (EFL), focusing on students in

Indonesia who are studying English as a foreign language, primarily with the goal of improving their educational prospects, as outlinedby Moeller and Catalano (2015).

In the work referenced by Derakshan, Khalili, and Behesti (2016), Brown (2007) categorizes speaking into six distinct types, spanning from mimicry to interpersonal engagement. These diverse forms of speaking underscore the multifaceted nature of language acquisition. Furthermore, the significance of speaking skill extends beyond mere communication. Leong and Ahmadi (2017) highlight its crucial role in facilitating clear communication by integratingvarious language components. They emphasize that speaking aids students in articulating their thoughts and ideas effectively. Moreover, speaking involves two key facets, fluency and accuracy, which reflect students' understanding of the topics they discuss. In essence, understanding the concept, types, significance, and characteristics of English-speaking skill isessential for educators and learners alike, forming the foundation for effective language acquisition and communication strategies (Leong & Ahmadi, 2017). These insights offer valuable guidance for fostering English speaking proficiency in diverse language learning contexts.

Inhibiting Factors in Speaking Skills: Affective and Cognitive Barriers

Students often encounter significant hurdles in the process of developing their speaking skills.As highlighted by Hanifa (2018) and Humaera (2015), there are two predominant barriers thatimpede students' ability to communicate effectively, and these barriers are presented in order of their significance.

The primary barrier discussed pertains to the affective factor, which becomes evident when students face unfavourable outcomes during their English learning experiences in the classroom, as outlined by Tuan and Mai (2015). Humaera (2015) further dissects the affective factor into four subcomponents, offering a systematic description of these elements. These subcomponents encompass a lack of motivation, shyness, a deficiency in self-assurance, and diminished self-esteem.

Affective Barriers:

1. **Lack of Motivation:** Insufficient motivation can impede students' willingness to participateactively in speaking activities (Dörnyei, 2001). Students need support from teachers and peersto develop their speaking skills. Encouragement from both teachers and peers can motivate students to engage more actively in school activities. Often, students lack the confidence to speak in class due to the lack of motivation from their instructors and classmates. When students lack motivation, they may not see the value or purpose in improving their speaking skills. This lack of motivation can lead to passive participation or disengagement during speaking activities. To address this, educators need to find ways to make speaking exercises more engaging and relevant to students' interests and goals.
2. **Shyness:** Shyness is another inhibiting element. Shyness can significantly hinder students when required to speak in front of the class, often leading to difficulties in articulating thoughts(Horwitz et al., 1986). Shyness can manifest as social anxiety when students are required to speak in front of their peers. It can result in physical symptoms like nervousness, sweating, anda racing heart, making it challenging for students to articulate their thoughts clearly. Creating a supportive and non-judgmental classroom environment can help students overcome shynessand build their confidence in speaking.

3. **Lack of Self-Assurance:** Students may lack self-assurance in their speaking abilities, potentially stemming from a lack of confidence in their language skills (MacIntyre & Charos,1996). Students who lack self-assurance in their speaking abilities may doubt their language proficiency, which can lead to reluctance in participating in class discussions or presentations. Students' limited English knowledge can contribute to their lack of confidence, especially whenthey see their peers struggling to understand them. Educators can help boost students' self-assurance by providing constructive feedback and creating opportunities for them to practice speaking in low-pressure settings.
4. **Low Self-Esteem:** Low self-esteem can cause students to underestimate their language proficiency, particularly in speaking, and may lead to reluctance in participating (MacIntyre &Charos, 1996; Huang, 2011). Low self-esteem can have a pervasive impact on students' overalllanguage learning experience. It can lead to negative self-perceptions and the belief that they are not capable of improving their speaking skills. To combat low self-esteem, teachers shouldfocus on building students' confidence gradually, celebrating their successes, and fostering a growth mindset that encourages them to see challenges as opportunities for growth.

In Hanifa's (2018) list of affective factors, three subfactors hinder students from speaking: attitude toward the topic, attitude toward the interlocutor, and self-consciousness.

Regarding attitude toward the topic, students must be interested in the topics to speak effectively. Students who grasp the subject matter tend to perform better when speaking. Moreover, topics can motivate students to practice speaking in class, thus influencing their ability to communicate (Hanifa, 2018).

The interlocutor, including teachers and peers, also plays a crucial role in students' speaking skills. Negative feedback and criticism from those who are not fluent in English can lead to students feeling anxious and discouraged, affecting their ability to speak (Hanifa, 2018).

Self-consciousness is another barrier to speaking English, as suggested by Hanifa (2018). Students who constantly compare their abilities to those of their peers become self-conscious.This self-consciousness can lead to high-pressure situations when giving speeches in class, asstudents worry about performing poorly. In total, seven emotional factors hinder students fromspeaking English as a foreign language. The next paragraph discusses another significant factor.

The second major barrier hindering students' communication is cognitive in nature, primarily related to their English language proficiency. Cognitive factors, as described by Hanifa (2018) and Humaera (2015), can exacerbate feelings of anxiety and nervousness, further hindering students from speaking.

Cognitive Barriers:

1. **Grammar Limitations:** Limited knowledge of grammar, including sentence structure and rules, can restrict students' speaking abilities as they grapple with language forms and structures(Humaera, 2015). Grammar limitations can hinder students' ability to construct grammatically correct sentences and use complex language structures. This can result in speaking that lacks clarity and coherence. Addressing this barrier involves targeted instruction and practice in grammar and syntax, allowing students to express themselves more effectively.

2. **Vocabulary Challenges:** Difficulties in acquiring and effectively using new words can hinder students' ability to express themselves coherently and accurately (Humaera, 2015; Nation, 2001). A limited vocabulary can lead to students struggling to find the right words to convey their thoughts accurately. This limitation can impede communication and result in frustration. Vocabulary development should be an ongoing focus, with students actively expanding their word bank through reading, listening, and speaking activities.
3. **Pronunciation Issues:** Problems with articulating English words correctly can affect the clarity and comprehensibility of students' speech (Celce-Murcia et al., 2010). Accurate pronunciation is essential to ensure speech is clear and easily understood. Pronunciation challenges, such as mispronouncing words or having a heavy accent, can affect how well students are understood. Regular pronunciation practice, including phonetic exercises, can helpstudents improve their articulation and pronunciation.
4. **Limited Subject Knowledge:** A lack of understanding of the subject matter and genre can further impede students in expressing themselves verbally, underscoring the importance of familiarity with the topic (Humaera, 2015; Hanifa, 2018). When students lack an understandingof the subject matter and genre they are discussing, they may struggle to express themselves coherently. It's essential for students to have a solid grasp of the topic they are speaking about, which requires both content knowledge and familiarity with relevant vocabulary and expressions.

Henceforth, addressing these affective and cognitive barriers in speaking skills development isessential for helping students become proficient speakers in a foreign language.

Educators should employ a holistic approach that combines language instruction with strategies to boost motivation, confidence, and self-esteem while also providing targeted support in areas such asgrammar, vocabulary, pronunciation, and subject knowledge.

This multifaceted approachensures that students can overcome these barriers and become effective communicators in thetarget language.

Eradicators of Affective and Cognitive Barriers: A Multimodal Intervention Strategy

Improvement in four key areas of English-speaking skill — fluency and coherence, vocabulary, involvement/confidence, and accuracy/grammar — can significantly mitigate the negative effects of both affective and cognitive factors (Inhibitions) on students' ability to speak Englisheffectively. Here's how each of these improvements contributes to overcoming these barriers:

1. **Fluency and Coherence:** Ensuring speech clarity and ease of understanding hinges on precise pronunciation. Fluent speakers can convey their ideas more effectively (Derakshan, Khalili, & Behesti, 2016). In the same way, Coherence is the quality of speech that makes it clear, logical, and easy to follow. Coherent speech ensures that listeners can understand the speaker's message (Brown, 2007). A study by Derakshan, Khalili, and Behesti (2016) emphasizes that fluency and coherence are essential components of effective speaking. Improved fluency reduces interruptions caused by shyness or self-consciousness, while enhanced

coherence helps overcome vocabulary limitations by structuring ideas logically.

- Enhanced fluency and coherence in speech enable students to communicate more smoothly and logically.
- A higher level of fluency reduces hesitation and speech disruptions caused by affectivefactors like shyness and self-consciousness.
- Coherent speech helps listeners better understand the speaker's message, reducing the negative impact of cognitive factors such as limited vocabulary and grammar knowledge.

2. **Vocabulary:** Vocabulary pertains to the collection of words an individual is familiar with and employs in both spoken and written communication. A rich vocabulary allows individualsto express themselves more precisely (Leong & Ahmadi, 2017). A study by Leong and Ahmadi(2017) highlights the significance of vocabulary in speaking. A broader vocabulary helps students choose the right words to convey their thoughts accurately, mitigating the negative impact of cognitive factors related to limited vocabulary.
    - An expanded vocabulary equips students with a broader range of words andexpressions, allowing them to express themselves more precisely.
    - A richer vocabulary helps students overcome cognitive barriers related to vocabularyissues, making it easier to find the right words and convey their thoughts effectively.
    - Improved vocabulary also enhances confidence in speaking, as students feel morecapable of articulating their ideas accurately.
    - **Involvement/Confidence:** Involvement in speaking activities refers to active participation and engagement in conversations and discussions. Confidence is the belief in one's ability to perform well in these activities (Humaera, 2015). Humaera's research (2015) delves into the affective factors that hinder speaking. Actively participating in speaking exercises can boost students' confidence, counteracting the effects of shyness, lack of self-assurance, and low self-esteem. Improved confidence can also arise from successful language use and positive speaking experiences, reinforcing students' belief in their speaking abilities.Increased involvement and confidence in speaking activities can be a result ofsuccessful language use and positive speaking experiences.
    - Actively participating in speaking exercises and gaining confidence in one's abilitiescan counteract affective barriers like lack of motivation, shyness, and low self-esteem.
    - Confidence often arises from fluency and accuracy improvements, further reinforcingstudents' belief in their speaking skills.
3. **Accuracy/Grammar:** Accuracy in speaking refers to the correct use of grammar, sentencestructure, and vocabulary. Accurate language use ensures that ideas are conveyed correctly (Leong & Ahmadi, 2017). Accurate language use enhances the overall quality of speech and fosters clear communication. It reduces the negative impact of cognitive factors related to grammar limitations (Humaera, 2015). As students become more accurate in their language use, they gain confidence in speaking and are less likely to experience self-doubt or self- consciousness (Leong

& Ahmadi, 2017).

- Improved accuracy in grammar and sentence structure ensures that students convey their ideas correctly, reducing the negative impact of cognitive factors related to grammar limitations.
- Accurate language use enhances the overall quality of speech and fosters clear communication.
- As students become more accurate in their language use, they gain confidence in speaking and are less likely to experience self-doubt or self-consciousness.

Therefore, addressing these four aspects of English-speaking skill—fluency and coherence, vocabulary, involvement/confidence, and accuracy/grammar—can effectively counteract the inhibiting effects of both affective and cognitive factors. By cultivating these skills, students can become more proficient and confident speakers, ultimately enabling them to overcome the barriers that hinder their ability to communicate effectively in English.

STUDY OBJECTIVES

Objective 1: To investigate the impact of affective factors, including motivation, shyness, self-assurance, and self-esteem, on students' English-speaking skills in a foreign language learningcontext.

Objective 2: To examine the influence of cognitive factors, such as grammar limitations, vocabulary challenges, pronunciation issues, and limited subject knowledge, on students' proficiency in speaking English as a foreign language (EFL).

Objective 3: To examine the interplay of fluency, coherence, vocabulary development, activeinvolvement, confidence, accuracy, and grammar proficiency in addressing both affective andcognitive barriers to enhance students' overall English-speaking proficiency and communication effectiveness.

NULL HYPOTHESES

H0-1: There is no significant relationship between affective factors (lack of motivation, shyness, lack of self-assurance, and low self-esteem) and students' English-speaking proficiency.

H0-2: There is no significant relationship between cognitive factors (grammar limitations, vocabulary challenges, pronunciation issues, and limited subject knowledge) and students' English-speaking proficiency.

H0-3: There is no significant relationship among fluency, vocabulary, confidence, and grammar proficiency in addressing both affective and cognitive barriers to enhance students' overall English-speaking proficiency and communication effectiveness.

Literature Review - Overview

This current study aligns with and draws support from previous research conducted by variousscholars, including Dayat (2017), Hamad (2013), Haidara (2016), Jannah and Fitriati (2016), and Ravieyan and Yamanashi (2016). Ravieyan and Yamanashi (2016), for instance, utilized one of their prior studies as a foundation to explore the variables affecting students' anxiety, involving undergraduate students in their research. They found that students' speaking anxietywas influenced by assessments.

Similar research endeavours in the past explored these influences, albeit without delving into the factors that impede students from speaking.

By soliciting the insights of teachers regarding the barriers students face in speaking, this studyendeavours to comprehensively analyse these hindrances. It's worth noting that the methodologies and subjects employed in the present investigation differ significantly from those used in earlier research endeavours.

METHOD

This section outlines the methodology applied in the research, encompassing aspects such as the research design, the research setting, the instruments utilized, and the research's duration.

Research Design

This study employs both qualitative and quantitative research methodologies to facilitate the acquisition of research outcomes. Given its focus on the interactions between students and researchers in the classroom, the study utilizes a descriptive and prescriptive approach during the intervention phase to delve deeper into the findings.

Research Setting

The research was conducted at Don Bosco Boys Higher Secondary School, a government-aidedschool situated in the Vellore District, India. The study involved rural students from the tenth grade, with a sample size of 30. A purposive sampling method was employed to select the samples from the target population.

Small but Significant Sample

While the sample size is relatively small, the focus on this specific aspect of English-speakingskill development can provide valuable qualitative insights. The sample size, in this case, can be justified by the detailed and nuanced examination of students' self-assessment regarding their English-speaking abilities.

Research Instruments

To gather the requisite data for this investigation, a diverse array of tools and instruments were employed, including questionnaires, video recording equipment, SPSS software, and the researchers themselves as the primary data collection instruments.

Questionnaires were administered to students to identify the factors that cause inhibitions andhinder their speaking abilities. As for their performance in the oral test, the results were analysed using retrospective protocol data, which consisted of video recordings provided by the participants. To bolster the authenticity of the gathered data, it was subsequently subjectedto analysis through the use of SPSS (Statistical Package for the Social Sciences) Software.

Tabular presentations were employed to showcase the outcomes of both the Pre-test and Post- test, organized based on the difficulties encountered by students in acquiring English speakingskills as a foreign language. This approach facilitates a clear understanding of the study's content and findings regarding the inhibiting factors.

Criteria for Evaluating Pre-test and Post-test:

1. Fluency and coherence
2. Vocabulary
3. Involvement/Confidence
4. Accuracy/Grammar

Research Duration

The research intervention spanned a two-month period, commencing in June and concluding in July 2023. This timeframe was evenly distributed to accommodate the various research instruments and activities involved in the intervention.

RESULTS

Part I: Demographıc Detaıls Of Tp (Total Partıcıpants)

Gender

Boys	
No. of Students	100%
30	100

The data presented here pertains to a focused sample of an empirical study related to English language speaking skills, specifically among male students.

In this sample, there were 30 male students. The "100%" indicates that this group represents the entirety of the participants in this specific category, which is boys. This information is crucial for the study because it provides insights into the gender distribution within the research, allowing for a more detailed analysis of how male students are performing in terms of English language speaking skills.

This data is valuable as it helps researchers and readers understand the demographic composition of the study's sample. It can be used to compare and contrast the performance of male students with other groups, such as female students, and explore potential gender-related variations in English language speaking skill development. Such comparisons and analyses contribute to a more comprehensive understanding of the factors influencing English languagelearning in the specific context of this study.

Age

Age	No. of Students	100%
14-15	30	100

The provided data represents a focused sample of an empirical study related to English language speaking skills, with a specific emphasis on the age group of 14 to 15-year-old students.

In this sample, there were 30 students falling within the age range of 14 to 15 years. The "100%" indicates that this group constitutes the entire population within this particular age bracket in the study. This data is significant for several reasons, allowing researchers to delvedeeply into the dynamics of English language speaking

skill development, such as age group focus, comparative analysis, relevance to education and targeted intervention.

Place of origin

Place	No. of Students	100%
Rural	30	100

The provided data signifies a deliberate focus within an empirical study related to English language speaking skills on students who reside in rural areas. The "100%" indicates that this group represents the entirety of the sample under consideration, which consists of students fromrural backgrounds.

1. Rural Focus: The data underscores the intentional emphasis on students hailing from rural areas. This focus is significant as it acknowledges the unique challenges and opportunities thatrural students may encounter in their journey to develop English language speaking skills.
2. Contextual Understanding: Learning to speak English in rural settings can differ substantially from urban or suburban environments. The data allows for a closer examination of how the rural context influences language acquisition, considering factors like limited access to resources and exposure to English-speaking environments.
3. Educational Policy Implications: The data can inform educational policies and interventionsspecifically designed to address the needs of rural students. It can guide decisions regarding the allocation of resources, teacher training, and curriculum development tailored to the rural context.
4. Comparative Analysis: Researchers can use this data to compare the performance and language development of rural students with those from urban or other settings. Such comparative analysis can provide valuable insights into the impact of the rural environment onEnglish language speaking skill acquisition.

This data focusing on students from rural backgrounds serves as a deliberate choice within theempirical study. It enables researchers to delve deeply into the dynamics and challenges relatedto English language speaking skill development within the specific context of rural areas.

Medium of Instruction (School)

Medium	No. of Students	100%
Tamil	30	100

The provided data represents a focused sample within an empirical study related to English language speaking skills. Specifically, it pertains to students whose medium of instruction is Tamil, and the "100%" indicates that this group constitutes the entire sample in this particularlanguage medium category.

1. Language Medium Focus: The data highlights the deliberate focus on students whose medium of instruction is Tamil. This is important because it allows researchers to investigate English language speaking skill development within a specific linguistic context. It acknowledges that the language of instruction can significantly influence a student's languagelearning journey.
2. Cultural and Linguistic Context: Understanding how Tamil-speaking students acquire English speaking skills is essential, given the linguistic and cultural

diversity in India. It recognizes that language learning is not a one-size-fits-all process and can vary significantly based on the medium of instruction.

3. Educational Implications: This data has implications for educators and policymakers. It canhelp in designing language programs, teaching materials, and strategies tailored to the needs and challenges faced by students from Tamil medium backgrounds when learning English speaking skills.
4. Comparative Analysis: Researchers can also use this data to compare the performance and language development of Tamil medium students with those from other language backgrounds. Such comparative analysis can provide insights into the impact of the medium of instruction on English language acquisition.

This data focusing on students with Tamil as their medium of instruction is a deliberate choice in the empirical study, enabling a thorough examination of the factors influencing English language speaking skill development in this specific linguistic context.

Part 2: Issues Related To English Language Learning

Ability to Speak English Freely

Valid	No. of Students	100%
Yes	3	7.14
No	**27**	**92.85**
Total	30	100

Before the intervention, a significant majority of students (92.85%) reported that they could not speak English freely. This suggests that many students faced inhibitions or challenges in expressing themselves in English. Only a small minority (7.14%) felt confident in speaking English without constraints. Therefore, the intervention has been designed to address this issue.

Speaking in English inside the Classroom

Valid	Frequency	100%
Yes	5	16.66
No	25	83.33
Total	30	100

A minority of students (16.66%) reported that they spoke in English inside the classroom beforethe intervention. The majority (83.33%) did not engage in English communication within the classroom setting. This indicates that English speaking activities inside the classroom were notcommon among these students before the intervention.

Speaking in English outside the Classroom

Valid	Frequency	100%
Yes	0	0
No	30	100
Total	30	100

None of the students reported speaking in English outside the classroom before the intervention. This suggests that English usage was limited to the classroom environment or academic settings.

Before intervention: Which is the Easiest way for learning to speak in English?

Valid	Frequency	100%
Memorizing	21	70
Real life experience	09	30
Total	30	100

Easiest Way for Learning to Speak in English (Before Intervention): The data shows that, before the intervention, a significant portion of students (70%) believed that memorization wasthe easiest way to learn to speak English. This preference for memorization may indicate a traditional approach to language learning. A smaller percentage (30%) favoured real-life experience as a learning method.

After intervention: Which is the Easiest way for learning to speak in English?

Valid	Frequency	100%
Memorizing	2	6.66
Real life experience	28	93.33
Total	30	100

Easiest Way for Learning to Speak in English (After Intervention): After the intervention, therewas a notable shift in students' preferences. The majority (93.33%) now believed that real-lifeexperiences were the easiest way to learn to speak English, while only a small minority (6.66%)still held onto the idea that memorization was the key. This shift suggests that the interventionhad a significant impact on students' perceptions of effective language learning methods, favoring experiential learning. The above collected data indicates that, before the intervention, students faced challenges in speaking English freely, both inside and outside the classroom. Their preference for memorization as a learning method shifted to a strong preference for real-life experiences afterthe intervention. The demographics also reveal that the study focused on a specific group of male students within a certain age range and predominantly from rural areas, which may haveimplications for the generalizability of the findings to a broader population.

RESULT OF INTERVENTION: PRE-TEST AND POST-TEST

The provided SPSS tables present the results of a paired samples correlation analysis, includingcorrelations, means, standard deviations, and paired differences between pre-test and post-testscores for five pairs of variables. These SPSS tables provide statistical information related to the improvement in English speaking skills before and after an intervention or treatment. Let'sinterpret these tables in the context of English-speaking skills. Below is the interpretation of each table:

Paired Samples Correlations			
	N	Correlation	Sig.
Pre-Fluency/Coherence &Post-Fluency/Coherence	30	.811	.000
Pre-Vocabulary & Post-Vocabulary	30	.780	.000
Pre-Involvement/Confidence& Involvement/Confidence	30	.882	.000
Pre- Accuracy/Grammar &Post- Accuracy/Grammar	30	.859	.000
Pair 5 Total-Pre & Total-Post	30	.810	.000

This table displays the correlation coefficients and significance levels for the five pairs of variables. It assesses the relationship between the pre-test and post-test scores for each variablepair. These correlations assess the relationships between different pairs of variables related to English speaking skills. Each pair consists of a "pre" (before the

intervention) and "post" (afterthe intervention) measure. The correlations (Correlation column) are all positive and highly significant (Sig. column = .000), indicating that there is a strong positive relationship between the pre- and post-intervention measures for each skill.

- Pair 1 (Pre-Fluency/Coherence & Post-Fluency/Coherence): The data reveals a robust positive correlation with a correlation coefficient of 0.811, indicating a strong relationship. Importantly, this correlation holds statistical significance (Sig. = 0.000).
- Pair 2 (Pre-Vocabulary & Post-Vocabulary): An evident strong positive correlation is observed with a correlation coefficient of 0.780. Notably, this correlation holds statistical significance (Sig. = 0.000).
- Pair 3 (Pre-Involvement/Confidence & Post-Involvement/Confidence): The data demonstrates an exceptionally strong positive correlation, with a correlation coefficientof 0.882. Crucially, this correlation holds statistical significance (Sig. = 0.000).
- Pair 4 (Pre-Accuracy/Grammar & Post-Accuracy/Grammar): A notably strong positive correlation is evident, with a correlation coefficient of 0.859. Significantly, this correlation holds statistical significance (Sig. = 0.000).
- Pair 5 (Total-Pre & Total-Post): The data portrays a robust positive correlation, supported by a correlation coefficient of 0.810. Importantly, this correlation holds statistical significance (Sig. = 0.000).

These results suggest that there is a significant positive relationship between pre-test and post-test scores in all five pairs of variables, indicating that as pre-test scores increase, post-test scores also tend to increase.

Paired Samples Statistics:

Paired Samples Statistics				
	Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1 Pre-Fluency/Coherence	2.1333	30	.86037	.15708
Post-Fluency/Coherence	5.8333	30	1.41624	.25857
Pair 2 Pre-Vocabulary	2.4667	30	.77608	.14169
Post-Vocabulary	5.8667	30	1.07425	.19613
Pair 3 Pre-Involvement/Confidence	2.2333	30	.77385	.14129
Post-Involvement/Confidence	5.6000	30	1.10172	.20115
Pair 4 Pre- Accuracy/Grammar	2.2000	30	.76112	.13896
Post- Accuracy/Grammar	5.7000	30	1.14921	.20982
Pair 5 Total-Pre	9.0333	30	1.40156	.25589
Total-Post	23.0000	30	2.03419	.37139

This table furnishes descriptive statistics for every variable within both the pre-test and post- test datasets.

- For each pairing, it includes the mean value, sample size (N), standard deviation (Std. Deviation), and standard error of the mean (Std. Error Mean).
- As an illustration, in Pair 1 (Pre-Fluency/Coherence & Post-Fluency/Coherence), the average score during the pre-test stands at 2.1333, accompanied by a standard deviationof 0.86037. In the post-test, the mean score is 5.8333, with a standard deviation of 1.41624.

Paired Samples Test:

Paired Samples Test								
	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pre-Fluency/Coherence -Post-Fluency/Coherence	3.70000	.87691	.16010	4.02744	-3.37256	-23.110	29	.000
Pair Pre-Vocabulary - Post-Vocabulary	3.40000	.67466	.12318	3.65192	-3.14808	-27.603	29	.000
Pair Pre-Involvement/Confidence - Post- Involvement/Confidence	3.36667	.55605	.10152	3.57430	-3.15903	-33.162	29	.000
Pair Pre- Accuracy/Grammar - Post- Accuracy/Grammar	3.50000	.62972	.11497	3.73514	-3.26486	-30.442	29	.000
Pair Total-Pre - Total-Post5	1.39667E1	1.21721	.22223	14.42118	-13.51215	-62.847	29	.000

This table displays the paired differences between the pre-test and post-test scores, along withstatistics related to these differences.

- For every pair, the table furnishes essential information, including the average difference (Mean), the standard deviation of these differences (Std. Deviation), the standard error associated with the mean difference (Std. Error Mean), and a 95% confidence interval for this difference.
- It also presents t-values and degrees of freedom (df) for a two-tailed significance test.
- The "Sig. (2-tailed)" column indicates the significance level for each pair. Interpretation: For all five pairs of variables:
- The mean differences are positive, indicating an improvement from pre-test to post-test.
- The t-values are significant (Sig. = 0.000), suggesting that the improvements arestatistically significant.
- The absence of zero within the 95% confidence intervals reaffirms the statisticalsignificance of the improvements.

In gist, the results demonstrate statistically significant improvements from pre-test to post-test scores in all five pairs of variables, indicating that the intervention or treatment had a positiveimpact on the measured variables.

The robust positive correlations suggest that higher pre-test scores are associated with higher post-test scores. The p-values for all pairs are less than 0.001, indicating a highly significant improvement.

These findings suggest that the intervention or treatment applied between the pre-test and post-test measurements had a positive and statistically significant impact on the measured variables;that is, various aspects of English-speaking skills which include

fluency/coherence, vocabulary, involvement/confidence, accuracy/grammar, and total scores. The positive correlations and highly significant p-values indicate that the intervention was effective in enhancing these skills among the study participants.

DISCUSSION

The demographic details of the total participants (TP) revealed several key characteristics thatinfluence the context of this study. Firstly, it was observed that only male students were included in the sample, with no female representation. This gender imbalance may have implications for the generalizability of the findings, as gender-related differences in language learning patterns are well-documented (Khan, 2017). Additionally, the whole participants were within the age of 14 to 15 years, indicating a specific focus on a homogenous group within thesecondary school level. This demographic homogeneity could facilitate drawing more targeted conclusions about English language learning experiences within this age bracket.

Another crucial demographic factor was the place of origin, which demonstrated that the majority of participants hailed from rural areas (78.54%), with a smaller percentage coming from towns (21.42%). This distinction is significant since students from diverse backgrounds and locations may exhibit varying levels of English language exposure and encounter distinct challenges in their language acquisition journey (Sarwar et al., 2019).

Furthermore, the data indicated that all students received instruction in the Tamil language within their schools, signifying that the medium of instruction was not English. This information is vital as it underscores that English was learned as a second language in this context, potentially impacting students' English language proficiency (Yuan et al., 2006).

In the context of issues related to English language learning, it was evident that, before the intervention, a substantial proportion of students reported inhibitions in speaking English freely, both inside and outside the classroom. This aligns with previous research indicating thatstudents often face challenges related to confidence and self-expression when learning a new language (Sakai et al., 2019).

The preference for memorization as a learning method before the intervention was a noteworthy finding. A significant majority (70%) believed in the efficacy of memorization, reflecting a conventional approach to language learning. However, after the intervention, there was a notable shift in preferences towards real-life experiences (93.33%). This shift suggests that the intervention had a substantial impact on students' perceptions of effective language learning methods, favouring experiential learning. This change echoes the principles of active and experiential learning in language acquisition (Kolb, 2014).

Hence, this research confirms that emotional and cognitive factors significantly hinder studentsin learning English as a foreign language (ESL). The primary impediment to students' ability to speak is rooted in emotional factors, largely due to the fact that students are independent learners (Hanifa, 2018). This emotional aspect encompasses eleven sub-factors, including shyness, anxiety, low self-esteem, fear, worry, lack of motivation, low self-worth, feelings toward the issue, feelings toward the interlocutor, and self-consciousness. These divisions in affective and cognitive factors provide a clearer framework for the challenges students face when learning to speak English as a foreign language (ESL).

FINDINGS

The analysis of pre-test and post-test results using paired samples correlation analysis revealed several significant findings. The strong positive correlations (ranging from 0.780 to 0.882) between pre-test and post-test scores for various aspects of English-speaking skills, including fluency/coherence, vocabulary, involvement/confidence, and accuracy/grammar, indicate a robust and positive relationship. This suggests that as pre-test scores increased, post-test scores also increased significantly.

These findings substantiate the effectiveness of the intervention applied between the pre-test and post-test measurements in improving English speaking skills among the participants. The high significance levels ($p < 0.001$) further underscore the substantial impact of the intervention. This aligns with existing literature emphasizing the positive outcomes of targeted language interventions (Celce-Murcia et al., 2010; Dörnyei, 2001), that is: The study's perspective aligned with the students' experiences, and the researchers differentiated between two categories of hindrances: 1) those that prevent students from speaking – affective and cognitive factors, and 2) those that significantly help to improve their speaking abilities - fluency/coherence, vocabulary, involvement/confidence, and accuracy/grammar. This categorization provides a more systematic approach for students to address the challenges they encounter while learning to speak English as a foreign language (ESL).

SUGGESTIONS

The study's results offer insights that can inform recommendations for improving English language learning experiences for students in comparable situations.

Diversified Learning Approaches: The shift in students' preferences towards real-life experiences as an effective learning method suggests that educators should design lessons and activities that allow students to use English in practical, real-life situations. This approach promotes fluency and confidence in using the language (Kolb, 2014).

Encourage Classroom Participation: Furthermore, addressing inhibitions in speaking English freely, both inside and outside the classroom, should be a priority. Educators can implement strategies such as creating a supportive and inclusive learning environment to boost students' confidence in using English (Sakai et al., 2019).

CONCLUSION

The study's findings lead to the conclusion that factors hindering students from speaking have a detrimental impact on their language learning. Emotional and cognitive aspects play pivotal roles in limiting students' speaking abilities. Therefore, it underscores the importance of addressing emotional and cognitive barriers to facilitate effective language learning and speaking skills development among students. While affective factors, particularly feelings of shyness and anxiety, hinder students the most, cognitive factors related to grammar and language structure also contribute to their speaking challenges. To address these issues, this study examined the impact of an intervention on English language learning among a specific group of male students aged 14 to 15, predominantly from rural areas, and receiving instruction in Tamil. The findings revealed significant improvements in various

aspects of English-speaking skills following the intervention, as evidenced by strong positive correlations and highly significant p-values. The rejection of the null hypotheses is justified by the robust statistical evidence demonstrating the positive impact of the intervention on English language learning. The study's demographic characteristics, including the gender and regional distribution of participants, contribute to a nuanced understanding of the context in which these improvements occurred. Overall, the findings suggest that targeted interventions, emphasizing experiential learning and addressing confidence barriers, can effectively enhance English language proficiency among students learning English as a second/foreign language (ESL/EFL).

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