

MEDIA ROLE IN SPOKEN ENGLISH – IS IT SLANTING TOWARDS MALE GENDER? – A PROFILE

Research
Paper

ABSTRACT

The main objective of the study is to find out the significant difference between male and female UG students of Arts and Science Colleges regarding the level of impact of mass media on the acquisition of spoken English. The sample consists of 343 UG students of Arts and Science Colleges in Tuticorin District who have scored more than 75% of marks in their spoken English Viva-Voce Exam conducted by M.S University. A Self made tool "Identifying factors inhibiting and facilitating the acquisition of Spoken English skill" has been used for collecting data. The major finding is that there is a significant difference between male and female students in the level of impact of Mass Media factor.

INTRODUCTION

Language, culture and society interact to give members of different genders different levels of power and recognition in society. The different way boys and girls are socialized has significant ramifications on the way they communicate as adults because this encoding of social behaviour is carried on into adulthood.

Mass Media is defined as "A section of the media specifically envisioned and designed to reach a very large audience such as the population of a nation state. This also means that the public mass distribution of news and entertainment across mediums such as newspapers, television, radio broadcasting" (Wikipedia).

Mass Media helps two known persons to interact with each other in their first language. But when people communicate from one country to an other country, it is English language that is most frequently spoken. Media plays an important role in the acquisition of Spoken English. This media facilitates the acquisition of Spoken English as it makes English words familiar by their repeated listening. This article examines the

Implications of gender differences on the impact of Mass Media in the acquisition of Spoken English.

OBJECTIVES

1. To compare the differences in the mean score of male and female UG Arts and Science students in Tuticorin

District regarding the level of the impact of the Mass Media factor in the acquisition of Spoken English.

2. To find out if there exists any significant difference between male and female UG Arts and Science students regarding the level of the impact of the Mass Media factor in the acquisition of Spoken English.
3. To find out if there exists any significant difference between urban male and urban female UG Arts and Science students regarding the level of the impact of the Mass Media factor in the acquisition of Spoken English.
4. To find out if there exists any significant difference between rural male and rural female UG Arts and Science students regarding the level of the impact of the Mass Media factor in the acquisition of Spoken English.
5. To find out if there exists any significant difference between Arts group male and Arts group female UG students regarding the level of the impact of the Mass Media factor in the acquisition of Spoken English.

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HYPOTHESES

1. Significant difference exists between male and female UG Arts and Science students regarding the level of the impact of the Mass Media factor in the acquisition of Spoken English.
2. Significant difference exists between urban male and urban female UG Arts and Science students regarding the level of the impact of the Mass Media factor in the acquisition of Spoken English.
3. Significant difference exists between rural male and rural female UG Arts and Science students regarding the level of the impact of the Mass Media factor in the acquisition of Spoken English.
4. Significant difference exists between Arts group male and Arts group female UG students regarding the level of the impact of the Mass Media factor in the acquisition of Spoken English.

TOOL USED

Ten items from the tool on 'Identifying factors inhibiting and facilitating the acquisition of Spoken English skill' prepared by S. Bhavani and Dr. A. Joycilin Shermila were used to find out the level of the impact of Mass Media in the acquisition of Spoken English. The ten items were presented under the heading 'Mass Media factor' in the tool. It was designed on the five point scale: 'Strongly Agree', 'Agree', 'Unable to decide', 'Disagree' and 'Strongly Disagree'. All the direct questions were awarded marks 5, 4, 3, 2, 1 and the indirect questions were awarded marks 1, 2, 3, 4, 5.

METHODOLOGY

The sample of the study was UG students of Arts and Science colleges in Tuticorin District who have scored more than 75% of marks in their Spoken English Viva-Voce exam conducted by Manonmaniam Sundaranar University. The sample size was 343.

DATA ANALYSIS

Table 1
COMPARISON OF MEAN
SCORES OF MALES AND FEMALES

S. NO	ITEMS	Mean score of Males	Mean score of Females
1	I always prefer to hear BBC news and other English news.	4.62	2.45
2	Reading English novels helps me to speak in English.	3.6	4.7
3	It is my strong opinion that reading English newspapers develops spoken English skill drastically.	4.5	3.65
4	I prefer to read short stories in English and use the dialog in it in my day today life. This helps me to develop my spoken English skill.	4.7	3.2
5	I always wish to read articles in English Newspaper and it improves my spoken English skill.	3.6	2.7
6	It is my opinion that one can develop spoken English skill by watching English movies.	4.61	2.36
7	I prefer to hear cricket match commentary in English so that I can improve my spoken English skill.	3.65	3.41
8	I developed my spoken English by hearing Radio NEWS in English.	2.36	3.64
9	I don't want to acquire spoken English skill as I don't like the culture of English people as shown in movies.	4.26	2.31
10	I have seen several English movies and feel that I am able to acquire spoken English skill by watching movies.	4.71	1.92

From the table it is found that except for items 2 and 8, the mean score of males is higher than that of females. So, it is inferred that male students made better use of Mass Media for the acquisition of Spoken English than female students.

Test of Significant difference in the mean scores of Males and Females

$[M_1$ – Mean score of Males M_2 – Mean Score of Females
 SD_1 – Standard Deviation SD – Standard Deviation of Females
of Males
 N_1 – No of Males N_2 – No. of Females]

opportunities to move out and watch English movies or buy English novels of their choice. As far as women students are considered, Mass media plays only a passive role in their acquisition of Spoken English. The impact of Mass Media is in the right direction for male students and sure, it slants towards the male gender.

REFERENCE

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Affect Intensity . . .

CONCLUSION

This study shows that the affect intensity of secondary teacher education women students varies according to their level of education and their economic status in the family. It is inferred that if they are provided with a conducive environment for their intellectual growth and economic assistance, they will strengthen their affect intensity and take much effort for the progress of the student community and they will do better.

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Table 2

TEST OF SIGNIFICANT DIFFERENCE IN MEAN SCORES OF MALES AND FEMALES

Variable	M ₁	SD ₁	N ₁	M ₂	SD ₂	N ₂	Calculated 't' value	Significance at 5% level	Remark
Total Sample	31.85	5.11	175	29.24	5.72	168	4.45	1.96	S
Arts Students	31.55	5.93	100	28.46	5.07	112	4.05	1.96	S
Science Students	33.06	5.98	75	30.05	5.81	56	2.9	1.96	S
Urban	32.49	5.53	126	30.15	5.8	97	3.05	1.96	S
Rural	31.86	5.87	49	27.65	5.1	71	4.07	1.96	S

Significant difference exists between male and female UG Arts and Science students, between Arts group male students and Arts group female students, Science group male students and Science group female students, between urban male students and urban female students, between rural male students and rural female students in the impact of the Mass Media factor in the acquisition of Spoken English.

FINDINGS

All the four hypotheses are found to be true and hence it is found that significant difference exists between male students and female students in the level of impact of the Mass Media factor.

CONCLUSION

So, it is found from the above study that the role that the media plays on males and on females with regard to acquisition of Spoken English is significantly different. Males enjoy better benefits than the females. The fact may be due to the reason that Indian women seldom get