

ABSTRACT

This research intends to study the impact of social background on students' English language speaking skills in Higher Educational Institutions. The study is based on three institutions, namely Advanced Technological institute Dehiwala, Galle and Kandy which is established under Sri Lanka institute of Advanced Technological Education. The main objective of the study was to examine the impact of social background on students' English Language speaking skills. It has two specific objectives, to find out reasons for different social backgrounds, and to examine whether the social background factors are unique to create language proficiency in the higher educational institutions. The performance of English in schools, parents' educational qualification, parents' financial status and parents' profession, are found out as different social background factors from the previous literature for the research study. The research population consist of 300 students, and they were selected from three institutes, representing five Higher National Diploma courses (SLQF-6 level). The research is set in the positive paradigm, which lends itself to both quantitative and qualitative approaches. The SPSS version 16 is used to analyze the data instruments. The data analysis is followed by questionnaires, interviews and oral assessments of students in addition to the points of panel of lecturers in English. The study applies three analysis as frequency analysis, descriptive analysis and correlation analysis in order to address the research questions. The overall results show that the impact of social background on students' English-speaking skills is insignificant, but there is a positive correlation between selected social background factors. The findings highlight the reasons for the impact as the

majority of students have come from middle class families whose parents would not be capable enough to make an impact on students' language competency. It is also proved that the social background factors are not unique to Higher Educational institutions, basically Sri Lanka Institution of Advanced Technological Education to create language proficiency in the higher educational context as students' psychological factors can make a profound impact on English language proficiency. The findings are registered to undertake further investigation.

Key words: speaking, English, social factor, impact, language