

Minor Research Project

File No.: 23-1408/14(WRO) dated 20/02/2015

**“Barriers in Comprehension of English Language: A Study with Reference to the Students
at UG Level in Chandur Bazar Area of Amravati District”**

EXECUTIVE SUMMARY OF MRP

English is one of the compulsory subjects prescribed at graduate level especially in Arts and Humanities in India. English is a globally accepted language. The world is giving so much importance to English as a communication language. Technology across the world has adopted it mostly as a mode of instruction. English as a subject has many perspectives. In keeping the importance of English language and being a teacher in English at UG level, the principal Investigator found that students are lagging behind in terms of learning English language. Students came across various difficulties while learning English as a language. The area, where the Investigator is working as an Assistant Professor, is rural and there are various socio-economic-cultural barriers students face when they learn English as a second language. Hence he has chosen to study the barriers students face while comprehending English language in classes and on large scale in society.

Area covered under the study

The project has covered limited area. It is limited to six colleges in Chandur Bazar taluka of Amravati district. There are six Under-Graduate colleges in Chandur Bazar Tahsil. Out of them only three colleges are granted and others are running on non-grant basis.

They are-

1. Late N. A. Deshmukh Arts and Commerce College, Chandur Bazar (546 Students)
2. G. S. Tompe Arts, Commerce & Science College, Chandur Bazar (1555 Students)

3. Shri. Chhatrapati Shivaji Arts College, Asegoan Purna (357 Students)
4. Science and Home Science college, Chandur-Bazar (304 Students)
5. Late A. V. Gurjar Arts, Commerce & Science College, Shirajgaon Kasba (294 Students)
6. Shir. L. C. Kherade Arts College, Karajgoan (327 Students)

The numbers of students shown in the bracket against the name of colleges are for degree courses. There are six colleges in Chandur Bazar taluka in which each year around 1000 students are admitted to First Year of different degree courses. The no-grant basis colleges have fallen short of full-time appointments of faculties. Hence the teaching and learning process of English in these colleges suffers. There are clock-hour-basis appointments in these colleges.

All six colleges are run by managements. Three are aided colleges by the state government. Late N. A. Deshmukh Arts and Commerce College, College, Chandur Bazar, G. S. Tompe Arts, Commerce, & Science College Chandur Bazar, and Shri. Chhatrapati Shivaji Arts College, Asegoan Purna are on grant basis ones. Out of them only two colleges are covered under section 2f & 12 B of UGC Act 1956. They are Late N. A. Deshmukh Arts and Commerce College, Chandur-Bazar and G.S. Tompe Arts, Commerce and Science College, Chandur-Bazar. The researcher found that all six colleges use traditional medium of teaching, i.e., chalk and blackboard. They have modern tools of teaching such as LCD projector, Computer but most of English language faculties observe age old way of teaching tools. G.S. Tompe Arts, Commerce and Science College, Chandur Bazar has Language Lab with necessary softwares.

Students of all six colleges are facing one or the other barrier while learning English language. There are many barriers while comprehending English language. Cultural barriers, religious barriers, transport difficulty, infrastructural barriers, methodological barriers, so and so forth. In the undertaken project Principal Investigator has studied varied barriers through various modes. The Principal Investigator is going to suggest remedies to overcome those barriers in the project in the concluding chapter.

Objectives of the study:

1. To search the problems students at UG level are facing.
3. To search the barriers in comprehension of English as a language
4. To observe the attitude of students towards English language.
5. To search the status of English language in society.
6. To search efforts made by University to make English subject student-friendly.
7. To assess the facilities provided by government to propagate English as a language.
8. To suggest remedies for the barriers students of UG are facing while learning English language.

General Statement of the Problem:

The study was undertaken in view of understanding the difficulties and barriers faced by students studying at UG level in colleges located in rural area of Amravati district in Maharashtra with special reference of the Colleges in Chandur Bazar taluka.

Factors considered in the study

The factors considered in the study are mentioned below:

- A. **Stream:** Arts, Commerce and Science
- B. **Gender:** Male and Female
- C. **Stakeholders:** Students, Teachers and Parents

Keeping the problem statement into consideration stated above in the previous chapter, in this chapter of design of the study, the researcher is going to put methods which were adopted while doing research project. Since the project is field based, the researcher met all teachers of English language. The researcher met students in their respective classes of all colleges which are covered in the research study. There are 3383 students studying at UG level in Arts, Commerce

and Science streams. Since the students studying at UG level in Chandur Bazar area are in ample quantity, the researcher met selected students of each college. Along with that selected parents are also covered in the study.

To collect data for the design of study, discussion method, questionnaire method, and interview method were observed. Data collected from students regarding the barriers they face in comprehension of language was put in a systematic way in this chapter. The researcher found that questionnaire method was an effective method. The data collected from teachers through questionnaire was arranged and has been produced in this chapter. Outcome and analysis of the discussions and interviews with selected parents on sample basis have also been arranged in this chapter. The data collected and analyzed, the researcher hopes, will be helpful for taking steps to eradicate the barriers faced by the students.

Data Collection Method:

The following methods were adopted and executed to collect data regarding the barriers in comprehension of English language:

1. A Questionnaire for students
2. A questionnaire for Teachers
3. Interview with parents

ANALYSIS OF DATA AND FINDINGS

After collection of data the researcher analysed it. The collected data extracted from the questionnaires of students have been analysed. The collected data extracted from the questionnaires filled in by the teachers are also analysed. The collected data from the interviews with parents have also been interpreted and analysed in this chapter. The researcher has collected the data from 270 students. The data has been collected from 10 English language teachers. 12

parents from Chandur Bazaar from different places were interviewed and data was collected pertaining the research topic.

The analysis of data and findings of the study are presented in this chapter in six sections.

Section-1 deals with analysis of data and findings of Arts students regarding 'barriers in comprehension of English language'.

Section-2 deals with analysis of data and findings of Commerce students regarding 'barriers in comprehension of English language'.

Section-3 deals with analysis of data and findings of Science students regarding 'barriers in comprehension of English language'.

Section – 4 deals with enlisting of grave concerns expressed by English teachers of the colleges.

Section – 5 deals with analysis of data with reference to the 'Gender' factor.

Section – 6 deals with enlisting the barriers for students while learning English language and concerns expressed by the parents.

Section – 7 deals with the overall findings of the study

Overall findings of the study

The researchers had selected all six colleges in Chandur Bazar taluka for his study. 270 students were chosen as sample to elicit information about the barriers they were facing in comprehension of English as a second language. Questionnaire for teachers and interviews with parents were also helpful to come to a proper conclusion of the study. Here are findings of the study in connection with the barriers faced by students at UG level in comprehension of English language:

- Students from arts discipline need more attention to be paid by the teacher.
- As compared to male students female students faced the lack of transport facility more severely.

- As compared to science students arts students have less healthy atmosphere at home for English learning.
- As compared to commerce and science students, students from arts have faced the problem of overcrowded class more severely.
- Female students from all discipline faced barriers of confidence and attitude more as compared to male students while expressing themselves in English.
- Poverty of parents is a barrier in learning. Arts students faced this barrier more acutely as compared to the commerce and science students.
- B. Com.-III and B.A.-III students are free from overcrowded class. B.Sc.-I, But B.A.-I & II and B.com-I & II faced this barrier seriously.
- Students are not motivated to acquire a confidence by their parents.
- Parents do not encourage their children to actively involved in learning language at home and in class room.
- Students are not much encouraged to practice English language in the classes and outside classrooms.
- The curriculum designers should think about the learner's needs in language learning when they plan to design curriculum.
- Teachers are to be trained how to handle the students who have powerful impact of mother tongue.
- There is a lack of environment on college campus as well as at home.

CONCLUSION AND SUGGESTIONS

In the era of globalization English language has become an inevitable language. It is the language of official correspondence. It is the language of media. It is the language of even advertisement. Moreover it is the language of social media. Hence it is very necessary to acquire

the knowledge of English. It has become essential to acquire written as well as communication skills in English. In this chapter researcher has come to conclusion. Conclusion has two facets- one is positive and another is negative.

On positive side it was found that there is enough time available for both teachers and students for completion of prescribed syllabi and for practice the language skills. There is sufficient provision in the time-table for theory as well as for tutorial periods. Teachers are also keen on improving the skills of their students through various ways. In all the colleges that have been covered in the study, listening skills, reading skills, personal interview and group discussions are conducted throughout the year. It is also pleasing to know that the majority of students want to study the language for various reasons including language proficiency. Students read English newspapers. They visit library for reading purpose. There is also college magazine in which some students write their articles and poems in English. All students don't participate, but the platform for creative writing is available for all students.

The negative side, the researcher found, is to be put as barriers for UG level students. Through the response from teachers it was found that majority of students are not oriented towards the English Language Learning. English is treated as only one of the subjects rather than one of the important skills. Those students who want to acquire proficiency have to face the interference of mother tongue as mother tongue is a language of daily business. Direct method is the best method of teaching but students can't understand through direct method, hence teachers have to teach them through translation method. Owing to socio-economic conditions in rural parts from where most Marathi medium students come, there is an absence of exposure to English language which restricts students from practicing their language skills. Therefore learning English has become restricted to classrooms only. Through teachers' comments it was found that the teachers are keen to help the students. However, their efforts are not sufficiently matched by

students in terms of enthusiasm and hard work. Students can write in English, because that is how they pass, but cannot speak because that is not required for passing the examination.

At home parents fail to encourage their wards. There is no exposure to English speaking hence this condition has become hindrance for them. Most parents in rural are less educated therefore they cannot provide their wards healthy atmosphere for developing language skills. Students, who have enthusiasm and desire to learn, have to face basic difficulties. State transport buses are not available on time. Some students face economic hurdle. Because of poverty, they are restricted to avail facilities. Sometimes students find it difficult to understand difficult words used by teachers. Because of poor background students have no access of computer outside the campus. Not all colleges are having a/v aids. They still use traditional method of teaching. Not all teachers are enthusiastic enough to organize related activities of language skills. English teachers also use Marathi when they speak to each other. Many a times they have to speak in Marathi with students in classroom and outside the classroom.

On students part it was remarkably found that they hesitate to communicate in English. They lack confidence to speak. There is an unknown fear amongst students. Overcrowded classes create hindrances to pay attention to the teaching in classes. Because of these varied barriers students from rural background are lagging behind. To find the solution to overcome these barriers the researcher went through some books, discussed with colleagues and stalwarts, and meditated upon. The researcher suggested a few remedies to overcome the barriers discussed so far.

This study started to achieve the following objectives:

1. To search the problems students at UG level are facing.
3. To search the barriers in comprehension of English as a language
4. To observe the attitude of students towards English language.
5. To search the status of English language in society.
6. To search efforts made by University to make English subject student-friendly.

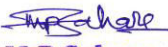
7. To assess the facilities provided by government to propagate English as a language.
8. To suggest remedies for the barriers students of UG are facing while learning English language.

The present study has so far identified some of the problems that are creating hurdles in comprehension of English language skills for rural students. Now the time has come to suggest remedies in connection with the problems discussed in precious chapters.

- The University syllabus should include advanced skills like appreciation of literature, creative and critical writing, and applied skills like business communication, project report writing etc.
- Students should be encouraged to learn grammar and vocabulary-building exercises so that their proficiency in the language as well as good result in the University examination would improve.
- English should be taught not only just a subject but as a skill subject also with more emphasis on practical methods instead of age old translation method.
- All colleges should establish language laboratory so that students would learn English language effectively for oral communication.
- Students should be given more project work. They may be given project-work in addition to the usual letter writing, dialogue writing, fax drafting, and essay writing.
- Classroom is the only place of learning for rural students hence teachers should be inventive and innovative in their approach. Activities like Drama competition, dialogue recitation, role play, classroom seminars would be remedial measures.
- Parents must be counseled in teacher-parent meet to impart their wards enough encouragement at home.
- There should be more exposure to audio-visual content of English language in classes.
- Bilingual method of teaching must be adopted
- Direct method of teaching must be observed gradually.

EXECUTIVE SUMMARY

- Teachers should be given systematic training of language teaching so that comprehensive skills would be imparted to students.
- Language society, language group or language club may be formed in colleges and students should be encouraged to make conversation in English.
- Grants should be released to those colleges which are now on non-grant basis.
- Permanent faculties must be appointed in colleges.
- Special scholarship scheme may be made available for promising students who are from weaker section.
- Number of students in class should be restricted so that individual attention would be paid to students.
- Batches of students having 20 students in each may be arranged for extra classes especially for vocabulary building.
- Parents meet should be arranged from time to time. Presentation of dialogue delivery, drama competition may be arranged before parents so that parents would also be able to take the review of the progress in English proficiency.


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