

# **CHAPTER –I**

## **INTRODUCTION**

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. The teaching of English as a language is now a learner-centered. This philosophy of learner centeredness has strong links with experimental learning. Today English language is a strong medium in providing employment opportunities. English as a language is useful to explore knowledge in a globalized world. This scenario has enhanced the importance of English language in the changing world. It is the language which provides an ample opportunity in every field because it is considered as an official language in the globalized world. B. Salim, a writer, has rightly pointed out that it has become difficult to travel anywhere in the world without finding English in daily use, especially in large cities. It dominates international popular culture<sup>1</sup>.

Education is a platform in building career for students. In this fast changing world English language has become an important tool in enhancing skills of students. A language teacher has to encourage students to make interaction in classes. He should encourage students to raise questions during classroom teaching. This kind of atmosphere will motivate the students to communicate in English with the teacher and among themselves. This practice will certainly help learners to overcome fear and mistakes while speaking in the English language classes. A teacher plays vital role in developing language skills among students. Tricia Hedge has rightly said that for the teacher the challenge must be how to enable each learner according to his or her individual characteristics and cultural background.

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.

### **1.1.English as a global language**

English is a global language. We hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs, instructions, and advertisements. In hotels or restaurants in foreign cities, most of people over there will understand English, and there will be an English menu. With an estimated 350 million native speakers and 1,900 million competent speakers, the spread of the English language around the world over the last few decades has been swift and steady.<sup>2</sup>

Day by day English is getting accepted everywhere. Recently it is clear that English is very dominant in the world. David Graddol says that on the Internet, 80 percent are written in English, and although the numbers of native speakers of Chinese, Spanish, or Hindi are larger than the number of native English speakers, conversations between such different language speakers are held in English<sup>3</sup>. According to Crystal, what makes the language a global one is not the number of people who speak the language but the power of the speakers. It is true that power plays an important role in making the language a global one. David Crystal has pointed out that if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language<sup>4</sup>.

### **1.2 Status of English Language as a subject in India:**

English is playing a pivotal role in Indian system of Education since its introduction. Gradually sea change has taken place both in teaching and learning because of the introduction of English as a mode of instruction and as a language. People are thinking that there is no bright

future in the fast changing world without English. This is the reason why importance of English language has increased ever than before. At present English is being taught in India as a compulsory subject at primary, secondary schools and even at under graduate level in arts and humanities.

In spite of having learnt English as compulsory subject, students are not competent to communicate and interact with people. It is observed that present English language teaching in India doesn't focus about approach and preparation while teaching, majority of the teaching fraternity reliable on prescribed text. The teachers don't go beyond the given content. Often teachers are interested to complete the syllabus rather than making students to acquire language skills. Because of this the proficiency and competency of students in English language have not been achieved at the expected level. It is a known fact that present scenario is expecting language proficiency in every field. To fulfill this task teacher has to play an exceptional role in building language competency of students. But it is a matter of great concern that in most of rural colleges in India English is being taught in the mother tongue. More serious thing is that completion of topics and preparing the learners to pass the examination is their first priority. As a result teacher follows the easy and examination oriented teaching methodology to maintain the results rather than language competency.

On the other side, crowded classroom in India may not give enough space and freedom for the language teachers to experiment innovative ideas in the classroom, at the same time language teacher has to complete the syllabus within the time bound. This compels the teachers to fulfill the task rather than improving the language skills of the students.

### **1.3 Status of English Language as a subject in Rural Maharashtra:**

As is the case of English as a subject at undergraduate level across the country, in Maharashtra also, particularly in rural Maharashtra, English language teachers focus to complete the prescribed text rather than improving the skills of students. Most of the rural colleges are unable to keep updated themselves with changing trends in English Language teaching. Negative

approach of the learners, ineffective classrooms, and insufficient infrastructural facilities are some of the reasons for the barriers in teaching English language.

Indeed, English has become the guiding force in the fast changing world and situation is demanding effective communicative skills in every walk of life. Developing language competency has become necessary in the present circumstance and language teachers have to observe the task of increasing language competency of students. Most of the experts and researchers opine that the condition of English language in rural colleges in Maharashtra is sub standard. In addition, a large number of teachers of English limited themselves mainly to prescribed text books. There are many difficulties and challenges are being faced by the both English teachers and students.

During the field visits the investigator has interacted with English teachers of the selected colleges with the questionnaires to know their experiences and observations in the classroom, status of English in rural colleges, learning level of students in English, preparation, approaches and strategies of English teachers for the improvement of language skills and their initiations in developing proficiency in English language.

#### **1.4 Patten of syllabus of English language as a subject in Sant Gadge Baba Amravati University, Amravati**

Sant Gadge Baba Amravati University previously known as Amravati University was established in 1983. This is a non-agricultural university which has covered five districts- Amravati, Akola, Yavatmal, Buldhana and Washim. There are 424 colleges affiliated to Sant Gadge Baba Amravati University, Amravati. English language is taught as Compulsory English, Functional English, and Supplementary English at undergraduate level. Functional English and Supplementary English are in optional mode. English Tutorials is also available in optional mode. English is taught as a compulsory subject for all degree courses for the first year of the degree. One paper of English has been made obligatory for three years of B.A., B.Com., B.S.W., and

B.A.(Social Work). Hence it is called as compulsory English for B.A., B. Com., B.S.W., B.A. (social work). For B.Sc. degree course English is as a subject is prescribed for first year only.

For B.A.-I &II and III (Compulsory English) there are Fast Tracks-I, Fast Tracks-II and New Avenues as the books prescribed for language study. For language skills Viva – Voce for 30 marks is prescribed for B.A.-I, B.A.-II, and B.A.-III. B.Sc.-I Compulsory English weighs 50 marks out of which 10 marks are for internal assessment. For B.A. –I (Social Work) Compulsory English contains 100 marks out of which 30 marks cover grammar and composition. B.A.-II (Social Work) Compulsory English weighs 100 marks, out of which 48 marks are for grammar and composition.

For B.Com –I Compulsory English it has 100 marks out of which 30 are for internal Assessment. There are 50 marks out of which 15 are for internal assessment for B.Com –II Compulsory English B.Com –III Compulsory English. Supplementary English is also taught for B.com I, II, & III having papers of Supplementary English for 100, 50, and 50 marks respectively. For B.A. Linguistics, Functional English, and English Literature are also offered as optional papers at UG level in the colleges which are under my project work.

### **1.5. 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, 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.

### **1.6. 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.

The colleges which are taken to make study of project work are affiliated to Sant Gadge Baba Amravati University, Amravati. The researcher has used various methods to make survey in connection with the topic of project. Informal interviews with teachers, students and parents are conducted for the project. Varied questionnaires are also used to meet the need of the project and for collection of data.

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## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this chapter the researcher is going to take reviews the literature in the area of English language learning and language barriers. The books and scholarly articles written on English language teaching and approaches to teaching and learning are to be reviewed. Likewise various approaches and methods of English Language Teaching and learning are also to be reviewed. Since the present work focuses on barriers in comprehension of English language, the researcher has gone through a few books and scholarly articles which deal with difficulties faced by the rural students studying at UG level. The formal teaching of English is not as much effective as informal way of learning English as a language. It has been observed that other books rather than prescribed ones are useful for language learning. Hence literature on spoken English is also reviewed in this chapter. The researcher is hopeful that this kind of review will be helpful to do the justice to the project title.

#### **2.1 Literature reviewed**

**Motivation and Second Language Acquisition:** R. C. Gardner in this scholarly article emphasizes the aspects of second language learning. He says there must be some sort of motivation to learn a second language, because most people learn at least one language, and often children from a bilingual home learn two languages, apparently with ease. Moreover, these people speak the language, they understand the language, and often they both read and write it. He says language is an integral part of growing up hence motivation is necessary. Motivation is necessary to communicate and participate in one's environment. There are many advantages for knowing other languages but they are not absolutely necessary, and as a consequence, motivation (as well as ability) can play an important role in learning a second language. And there are many things that can affect this motivation. He has convinced the importance of motivation in second language acquisition and demonstrated that it is more complex than merely wanting to learn the language.



**Fundamental Concepts of Language Teaching (1983):** H. H. Stern has put a few aspects of second language learning. He said the pedagogical tendencies which have characterized second and foreign language teaching have been profuse and varied. H. H. Stern phrased it as “The conceptualization of language teaching has a long, fascinating, but rather tortuous history”. Stern expressed that a language teacher can express his theoretical conviction through classroom activities, through the opinions he voices in discussions at professional meetings. The idea of how to teach a foreign language affects not just teaching development, but also its results. There are many circumstances and factors which determine or modify the teaching process, but a good theoretical body is fundamental in order to moderate every factor and to achieve the general goal. We should analyze our own beliefs on how to teach the foreign language and adapt them.

**Understanding the foreign language teacher education process (1994):** L. L. Schrier has put some perspectives regarding teacher education process. He said that those involved in planning teachers' programs should be concerned with the low level of English proficiency among prospective second language teachers and should adopt approaches that will overcome the problems. Schrier states that teacher-preparation programs usually divide their preparation in three ways: general, specialist, and professional education. Foreign language departments have the most influence in the area of specialist education.

**The priority of knowledge and understanding in Teaching:** Buchmann has raised a very crucial issue of teacher proficiency which has much co-relation. Buchmann claims that knowledge gives the teacher both social and epistemic control over the classroom environment. A second language teacher's lack of proficiency leads students to believe that learning a second language consists of the completion of textbook activities rather than learning the language for the purpose of communication.

**Approaches and Methods In Language Teaching:** Jack C. Richards and Theodore S. Rodgers in their book, *Approaches and Methods In Language Teaching*, has focused on the four skills of reading, writing, listening and speaking, and breaks each skill down into its component

micro skills. For example, the skill of listening further described in terms of the following micro skills:

- Recognizing key words in conversation
- Recognizing the topics of a conversation
- Recognizing speakers attitude toward a topic
- Recognizing time reference of an utterance
- Following speech at different rates of speed
- Identifying key information in a passage

**Incorporating language improvement in teacher training programmes:** Cullen states in this article that only a few teacher training courses are able to achieve the objective of improving the communicative command of the language rather than knowledge of it. Cullen, however, recognizes that in most regions of the world, especially where English is not a medium of instruction, the main interest of English teachers is the need to improve their own command of the language so that they can use it more fluently, and above all, more confidently, in the classroom. An in-service teacher training course which fails to take this into account is arguably failing to meet the needs or respond to the wishes of the teachers themselves.

**World Englishes and English Language Teaching:** S.K. Bhowmik discusses various approaches in a scholarly article published in Colombian Applied Linguist Journal. The author says that the concept of Standard of English (SE) is relative to how the native speakers define the term to maintain its communal functions. This approach to English language teaching/learning is in contradiction with the interests of most native speakers. One of the most commonly made arguments by native speakers is that a lack of standards allows a proliferation of what they label as deficit English. One may notice that this argument involves more material than practical considerations. Therefore, a complete control and ownership of English are of significant material interests to them. However, considering the volume of the global spread of English in the twenty-first century, restricting the language to native speakers is as impractical as it is inappropriate.

**Learning English as a Second Language in India:** K. Ahalya Sundari has observed that first language acquisition helps the student learn a second language. Students who are learning English as a second language will approach the second language using the same tactics they learned in the first language. One difference to be noted is that the student not only has to understand the meaning, purpose and use of the language but also how to communicate it in written and verbal form. Students go through five different stages when learning to write and speak English as a second language. The same is true for any second language. The stages include:

- Pre-production
- Early production
- Speech emergence
- Intermediate fluency
- Advanced fluency

**The Child's Language and the Teacher: A Handbook:** Krishna Kumar discusses that any language performs in the lives of students as a tool to make sense of the world. Students use language to direct: to direct others to do something or direct their attention to something and to direct themselves. Students use language to explain what happened and how. Students also use language to anticipate the future, expressing their plans, fears and expectations. They associate themselves with characters and events in a story, imagining how it feels to be someone else. They use language to enquire and reason about things. And most importantly, they use language to play. They love magic spells, secret languages, riddles, rhymes, and puns.

**The study of Second Language Acquisition:** Rod Ellis has covered many aspects in this book. This book covers Second Language Acquisition (SLA) from various points of view, such as linguistic, pragmatic, sociolinguistic, educational aspects, and individual differences in learning. In addition, it explains most theories in SLA and their problems. The author has given a detailed account of second language acquisition intelligibly with a large number of examples. It provides

basic knowledge concerning SLA such as the meaning of 'acquisition'. It focuses on the description of the learning language process such as learners' error, developmental patterns, variability, and pragmatic features, along with learners' progress. According to Ellis, it is rather natural and necessary for developing language acquisition. The book explains the factors which affect the second language learners, the external environment, the learners' knowledge and internal mechanism, and individual differences. It provides an overview of the principal aspects which the second language researchers and teachers need to understand when considering the effective SLA.

## **2.2. Review of Teaching-Learning Methods**

Teaching method plays vital role to make students understand language. If one wishes to gain better results, we must devise and embrace better methods. We must acquire those methods that assist us in achieving the desired aims. However, methods are never ends in themselves. No method is good or bad in itself. We should examine and evaluate the methods in view of the teaching and learning of English as a second language.

**The Translation Method:** The translation method that is known as Grammar-translation method or the classical method of teaching. In this method, the purpose is to teach the pupils grammar, translation, meaning of new words, phrases and sentences. The teacher explains the meaning of each new word by translating them into mother-tongue. At the same time, he indicates the grammatical rules and forms. So it lays emphasis upon reading. Mother tongue predominates over the teaching. When English words, phrases and sentences are translated into the students' mother-tongue, their comprehension becomes better and quicker. The working knowledge of mother-tongue assists them in learning the grammar of a foreign language. It does not require any material aid except textbooks. It can be employed even in over-crowded classes. Students studying in Hindi medium schools or Marathi medium schools find it easier to learn English

through translation method. But now English has so many variety of use, this method is not considered as effective and workable as it was.

Language is a product of a particular culture that is formed by its geographical situation, nature, climate and human beings, their manners of living, their habits and conduct etc. Everybody knows that the two cultures can never be the same. There is no perfect language which can explain all cultures and every environment. The idioms, phrases and vocabulary, which are evolved in the culture and surroundings of a particular country, hardly get matching equivalents in any other language. For instance, 'a' and 'the' in 'a book' and 'the book' cannot be translated into Hindi or Marathi.

Before learning a second language a child learns mother-tongue from his surroundings directly and naturally. His parents do not teach the rules of language. They merely present a real context and teach him language by using it properly in that context. Likewise, his friends enlarge his vocabulary and sentence-structures in real context. The child learns naturally the difference between masculine and feminine gender. The translation method neglects phonetics, pronunciation and fluency in speech. Each of the language is spoken first. Virtually, reading and writing should come after speech practice. So this method is against the instinctive process of language learning

**The Direct Method:** The direct method (natural method) that was first introduced in France in 1901 came into practice as a reaction due to the limitations of translation method. The maximum exposure of the learner to the target language without interpositions from the mother-tongue in the smallest degree would empower the learner to learn the language. We should create the atmosphere or chances more for learning the English language in the school atmosphere than they are learning the mother-tongue in the home atmosphere. The basic principle is that an alien word or word-group must be united with its meaning directly without the habitual interference of the mother-tongue.

Direct method aims at making the learner think in English directly. It aims at developing in the pupil that instinctive correct language sense which we all possess in varying degree in the mother-tongue. By expressing the views in English daily, whether right or wrong, their primary mistakes die away in a short time. In this atmosphere, the students naturally reduce their primary obstacles of speech and writing. Thus, this method is psychologically perfect.

**The Bilingual Method:** The bilingual method is a comparatively new method originated by Prof. C.J. Dodson of Wales. He finds this method useful in teaching a second language as his experiments on second language learners show good results. According to him the objectives of this method are: a) To make the pupil fluent and accurate in the written word. b) To prepare the pupil in such a manner that he can achieve true bilingualism.

When a child begins to learn mother-tongue, he associates the intention of words with his own experience. For example, a father tells his child, 'Is Gudia se khelo'. Seeing the doll itself, the child comes to know that this particular object is called 'Gudia'. In this way, he learns that the doll is a 'Gudia' and frames the image of doll in his mind. Now it will be a waste of time and energy to originate the situation again before the child when we are teaching him a second language.

This method is a special method, as it is an intermediate path between two commonly methods, namely the translation method and the direct method. It has the positive qualities of both the translation method and the direct method. It allows the use of mother-tongue, but not like the translation method. It utilizes the mother-tongue by using it in a confined way. It is used to make the sense of new words, phrases, idioms, sentences and grammatical rules clear. Word-for-word translation is always avoided. The teacher is the only person who can use the mother-tongue and not the students and it is merely used during beginning stages.

This method does not require specially trained teachers. Just an ordinary teacher of English can teach the lesson through this method in a successful manner even without any massive previous organization on the part of the teacher. Much audio-visual materials are not required for this method. It demands little outfit in teaching and is appropriate to all kinds of

schools and colleges established in the urban and rural regions. Unlike the direct method which pays no attention to the linguistic habits already acquired by the students during the process of learning their native language, the bilingual method utilizes them. It increases both fluency and efficiency in English.

**Dr West's New Method:** Dr. M. I. West who was the director of education in Bengal before partition investigated the existing method of teaching English at that time. He gave shape to his comprehensive experiments in this sphere that came to be known New Method. The direct method was a revolt against the conventional translation method. Similarly Dr. West's new method was a revolt against a direct method and proposed several improvements upon it. He finds that the purpose of learning English is thoroughly utilitarian for Indian pupils. He thinks that the cultural and literary objectives of English are of no significance for them. English being an international language broadens the minds of its learners if they can have good reading material from all over the world through English. Keeping these factors in mind, West stresses practice of the reading skill. In his opinion, reading and speaking are two mutually dependent skills. But they should be taught separately because the methods and techniques involved in their teaching are unlike. He concentrates upon reading in his new method.

Dr. West opposes the teaching of formal grammar. He thinks that grammar is not a systematic collection of rules. According to Dr. West oral reading is introductory to silent reading. This reading skill can be gained without preparatory work in speech or writing. Reading aloud is valuable for drilling accurate pronunciation. He places words in two main groups: (i) words that we talk with, and (ii) words that we talk about. The former group makes up the form/pattern of language. The latter is comprised chiefly of nouns. He chooses only those words which have the highest frequent occurrence. He reaches the conclusion that the minimum vocabulary of 1158 words is sufficient for all general subjects of conversation.

Dr. West argues that reading ability can be developed by reading books in a lonely place. The assistance of teachers is not required for it. Dr. West's new method makes an attempt to

improve reading skill to read with understanding and proper pronunciation, which is essential for mastering a foreign language. Reading makes students develop a feel for the language. The students do not suffer from the extra burden of grammatical rules. It promotes the ability of independent reading with comprehension. The material given is appropriately grasped and preserved by the students.

**The Substitution Method:** The substitution method was invented by H.E. Palmer to substitute the direct method. A direct method gives value to oral work and neglects the importance the mother-tongue. The substitution method lays stress on some model sentences that can be multiplied indefinitely by replacing any of its words or word-groups. It is also called 'Substitution Table Method'. Substitution implies to replace something with another thing. The words of model sentence are supplemented by other words which a teacher wants to teach.

A Model Sentence of Substitution method is:

1. Ram is an honest boy.
2. Sita is an honest lady.
3. Priya is an honest girl.

Interrogative and negative sentences can also be framed with these sentences. The word 'honest' has been constant because the teacher wants to teach it. However, other items or words have been replaced by other possible words.

In keeping view of the title of the research project, the researcher has tried to make review of related literature. The books and scholarly articles which dealt with various aspects of teaching and learning English as a second language have been reviewed. Along with that various teaching methods have also been reviewed. Students learning at UG level, particularly in rural area in which the project was carried out, are facing some barriers while comprehension. The literature reviewed has that much purpose to enable students to overcome barriers to some extent.

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## **CHAPTER III**

### **THE PROBLEM**

#### **3.1 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.

#### **3.2 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

#### **3.3 Specific objectives of the study:**

1. To know the overall barriers faced by students regarding their comprehension of English language through the English Language Approaches of faculties and parents.
2. To know the barriers faced by Arts stream students regarding their comprehension of English language through the English Language Approaches of faculties and parents.
3. To know the barriers faced by Commerce stream students regarding their comprehension of English language through the English Language Approaches of faculties and parents.
4. To know the barriers faced by Science stream students regarding their comprehension of English language through the English Language Approaches of faculties and parents.
5. To know the barriers faced by Female students regarding their comprehension of English language through the English Language Approaches of faculties and parents.

6. To understand the differences between the Arts, Commerce and science stream students regarding their comprehension of English language through the English Language Approaches of faculties and parents.
7. To understand the difference between the Female and Male students regarding their comprehension of English language through the English Language Approaches of faculties and parents.
8. To understand the concerns expressed by the English language faculties working in the colleges of Chandur Bazar Taluka.
9. To understand the concerns expressed by parents living in the area of Chandur Bazar Taluka.

### **3.4. Hypothesis**

Hypotheses for the present work are as follows:

1. Students are having anxiety in expressing themselves in English language.
2. Students are confronting various barriers in comprehending English language.
3. The barriers can be addressed if proper initiatives are taken.
4. The data collected will prove helpful to solve the problems students face.
5. Students might be advised to improve the communication skills.

### **3.5. Scope of the study:**

The study was confined to the Arts, Commerce and Science Colleges located in Chandur Bazar Taluka of Amravati district in Maharashtra.

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## **CHAPTER IV**

### **DESIGN OF THE STUDY**

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.

#### **4.1: 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

## **4.2. Data Collection from Students:**

Since the project is student centric, the researcher has covered 270 students for the study of the project. Students are chosen from three streams in which English is being learnt at UG level. One questionnaire was prepared and was distributed to the students of all three disciplines. There was classification at the beginning on the basis of stream.

1. Questionnaire for students from Arts stream
2. Questionnaire for students from Commerce stream
3. Questionnaire for students from Science stream

### **4.2.1 Questionnaire for students from Arts stream:**

There are six colleges in Chandur Bazar area. In all colleges there is an Arts discipline for the students. 30 students were chosen from each college on the basis of geographic differences and class differences. 15 girl students and 15 boy students were chosen from each college. They were given one questionnaire comprising of 20 questions regarding the project topic. Students were instructed to answer them by choosing one option either A, or B, or C.

A represented Yes,

B represented No, and

C represented Can't say.

The following were the questions in questionnaire:

1. Do you like the teaching approach of the teacher?
2. Does your teacher explain the difficult words properly and enables students to understand the meaning better?
3. Can you work on computer properly?
4. Does your college have 'language lab' for teaching English?
5. Does your teacher use audio-visual aids?
6. Do you have timely transport facility to attend the college classes?

7. Does teacher organize various activities to improve your English language skills?
8. Is your college campus friendly for communication in English?
9. Does your English language teacher communicate with you in English?
10. Can your parent understand English language?
11. Do you feel embarrassed while speaking in English?
12. Does your college provide facilities like good furniture, purified drinking water?
13. Does your English language teacher teach you in mother tongue (Marathi)?
14. Are you aware of personal interview?
15. Are you aware of group discussion?
16. Do your parents encourage you to get able to speak in English?
17. Do you fail to understand the English language used by teacher while teaching?
18. Is your class over crowded?
19. Are you learning for the sake of passing only?
20. Is your parents' income sufficient for the expenses of your education?

The following table shows the response to each question from student for the questionnaire filled in by them:

**Table 4.2.1(Arts)**

Question no.	Number of students answered A i.e., Yes		Number of students answered B i.e., No		Number of students answered C i.e., Can't say	
	Boys	Girls	Boys	Girls	Boys	Girls
1	54	60	34	29	2	1
2	63	65	27	25	---	---
3	30	24	60	66	----	----
4	30	30	60	60	---	----
5	55	55	35	35	----	----
6	68	64	22	26	----	----
7	35	38	52	51	03	01

8	21	23	67	65	02	02
9	25	27	65	63	-----	-----
10	14	15	68	68	8	7
11	62	73	27	16	01	01
12	55	56	35	34	-----	-----
13	42	43	48	47	-----	-----
14	82	79	08	11	-----	-----
15	64	59	26	31	-----	-----
16	43	39	47	51	-----	-----
17	22	18	67	70	01	02
18	83	78	06	11	01	01
19	24	32	65	57	01	01
20	32	35	53	51	05	04

#### 4.2.2 Questionnaire for students from Commerce stream:

There are six colleges in Chandur Bazar area. Out of them only one college is offering Commerce discipline for students. 60 students were chosen from G.S. Tompe College, Chandur Bazar on the basis of geographic differences and class differences. 30 girl students and 30 boy students were chosen from the commerce stream. They were given one questionnaire comprising of 20 questions regarding the project topic. Students were instructed to answer them by choosing one option either A, or B, or C.

A represented Yes,

B represented No, and

C represented Can't say.

The questionnaire used for Arts stream students was used for Commerce Stream students also.

The following table shows the response to each question from students from commerce faculty (Stream) for the questionnaire filled in by them:

**Table 4.2.2(Commerce)**

Question no.	Number of students answered A i.e., Yes		Number of students answered B i.e., No		Number of students answered C i.e., Can't say	
	Boys	Girls	Boys	Girls	Boys	Girls
1	24	25	6	5	---	----
2	22	25	8	5		
3	18	16	10	12	2	2
4	30	30	---	---	---	----
5	29	30	1	----	---	----
6	28	27	2	3	--	---
7	12	13	18	17	----	---
8	7	7	21	22	2	1
9	5	6	25	24	-----	---
10	8	10	22	20	-----	----
11	12	10	18	20	-----	-----
12	21	23	09	07	-----	-----
13	09	09	21	21	----	-----
14	30	30	---	----	----	----
15	28	24	02	06	---	-----
16	22	24	08	06	-----	-----
17	03	04	27	26	-----	-----
18	20	19	10	11	-----	-----
19	02	-----	28	30	-----	-----
20	15	16	15	13	----	01

#### 4.2.3. Questionnaire for students from Science stream:

There are six colleges in Chandur Bazar area. Out of them three colleges are offering Science discipline for students. In SGB Amravati University, Amravati, in Science stream English language is being taught at UG level as compulsory English only for first year of degree course. Hence to prepare the data through questionnaire, only first year students were chosen on sample basis. There are 578 students taking education from science stream. Out of them 182 students are learning in first year of degree course. 10 students from each college have been chosen on sample basis. 5 girl students and 5 boy students were chosen from the science stream from three colleges. They were given one questionnaire comprising of 20 questions regarding the project topic. Students were instructed to answer them by choosing one option either A, or B, or C. A represented Yes, B represented No, and C represented Can't say. The questionnaire, used for Arts and Commerce streams students, was used for science stream students also. The following table shows the response to each question from students from science faculty (Stream) for the questionnaire filled in by them:

**Table 4.2.3(Science)**

Question no.	Number of students answered A i.e., Yes		Number of students answered B i.e., No		Number of students answered C i.e., Can't say	
	Boys	Girls	Boys	Girls	Boys	Girls
1	12	11	03	04	----	----
2	11	11	04	04	----	----
3	10	10	05	05	----	----
4	5	5	10	10	----	----
5	10	10	05	05	---	----
6	11	10	04	05	----	----
7	6	7	09	8	---	----
8	7	8	8	7	---	----
9	6	5	09	10	---	----



10	5	06	10	09	---	----
11	4	6	11	09	---	----
12	10	11	05	04	---	----
13	10	11	5	04	---	----
14	15	15	00	00	---	----
15	14	13	01	02	---	----
16	12	14	03	01	---	----
17	02	01	13	14	---	----
18	11	12	04	03	---	----
19	00	01	15	14	---	----
20	10	12	05	03	---	----

#### 4.3. A questionnaire for Teachers:

A questionnaire was drafted to be filled in by English language teachers to elicit information regarding the difficulties that are being faced by students in the colleges. There are six colleges in the area covered under the project. There are 10 teachers in all six colleges. Since the all teachers were easily accessible, the researcher met and discussed with all teachers. A questionnaire was handed over to them and they were asked to answer specifically. All 10 teachers responded positively by filling in the questionnaires. There were ten questions in the questionnaire.

The following were the questions in the questionnaire for teachers.

1. How many students are there in your class and how is their approach to English language?
2. Do the students feel embarrassed while speaking in English?
3. Is the mother tongue influence a major barrier in comprehension of English language?
4. Do you conduct teacher-parent meet for the discussion of Student' progress?
5. Do the Authorities encourage you to attend conferences/ seminars /workshops?
6. What % of those students who want to learn language for better job prospects?

7. What % of those students who want to learn language for better communication only?
8. Do you want any specialized training for becoming a good language trainer?
9. What suggestions would you make to you college/university/government authorities to create better English Learning atmosphere in your college?
10. What % of students is there belonging to less-uneducated family?

Table showing the stream wise and college wise teachers covered under Minor Research Project:

Sr. No.	Name of College	Arts	Commerce	Science	Total
1	Late N. A. Deshmukh Arts and Commerce College, Chandur-Bazar	02	----	---	02
2	G. S. Tompe Arts, Commerce & Science College, Chandur-Bazar	02	01	01	04
3	Shri. Chhatrapati Shivaji Arts College, Asegoan Purna	01	---	---	01
4	Science and Home Science college, Chandur-Bazar	01	----	---	01
5	Late A. V. Gurjar Arts, Commerce & Science College, Shirajgaon Kasba	01	---	---	01
6	Shir. L. C. Kherade Arts College, Karajgoan	01	----	---	01
total					10

#### 4.4. Interview with parents:

Chandur Bazar is basically a town of around 25 thousand population. In this area (taluka) there are around 80 villages. Hence in all six colleges the students studying are belonging to rural background. Most of the parents are residing in villages. It was very difficult to interact with all

parents of 3383 wards taking education in the area. Hence the researcher met 12 parents from 12 different villages. One parent from one village was interviewed regarding the research topic.

The following were the statements in interview with parents:

1. What do you know about English language?
2. Can your ward speak in English?
3. Does your ward learn English to get job?
4. Can you provide all possible help to him for better education?
5. Is there proper transport facility for your ward to go to college?
6. Do you attend teacher –parent meet organized in the college?
7. Do you feel the English language teacher pay attention to your ward?
8. How can manage the expenses of education of your son/daughter?
9. Are you satisfied with the English communication skills of your ward?
10. Can you take review of your ward's English proficiency?

The following is the list of parents covered under Minor Research Project:

Sr. No.	Name of parent	Place	Ward's Name	Ward's Class
1	Gajanan G. Amzare	Sahapur Po. Hirur	Gaurav	B.A.-I
2	Sureshrao P. Surose	Asegaon Purna	Pranav	B.A.-II
3	Devidasrao Madankar	Shirasaon kasba	Ku. Sonali	B.A.-I
4	Kiranrao Dhote	Vichori	Akash	B.Com.-II
5	Digambarrao Tingane	Bramhanwada Thadi.	Dhananjay	B.A.I
6	Gajanan Nawalkar	Talegaon	Ku. Namrata	B.A.-III
7	Baburao Wankhade	Karasaon	Ku.Shushama	B.A.-I
8	Gajanan Jawarkar	Thugaon	Ku.Anuradha	B.A.II
9	Damodharao Awajekar	Dhamangaon	Jeyendra	B.A.-II

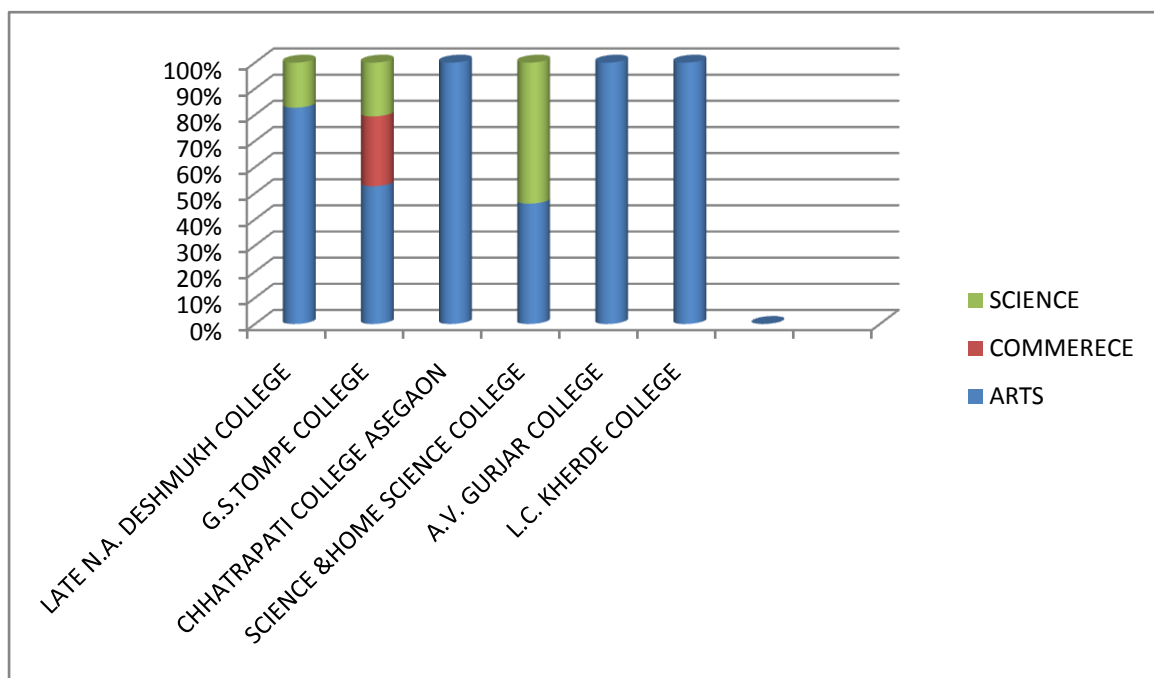
10	Sudhakarrao Futane	Pimpri	Sagar	B.Com--I
11	Sanjayrao Ganjare	Ghatladki	Pratik	B.Com-III
12	Chandrashekhar Ghom	Kondwardha	Abhijit	B.Sc.-I

**4.5. Tables showing the sample of students, sample of teachers and sample of parents which are covered under the study of the project:**

4.5.1. Table showing the colleges, stream-wise students' strength-

Sr. No.	Name of College	Strength of students Arts	Number of students Commerce	Number of students Commerce	Total strength
1	Late N. A. Deshmukh Arts and Commerce College, Chandur-Bazar	452	---	94	546
2	G. S. Tompe Arts, Commerce & Science College, Chandur-Bazar	820	415	320	1555
3	Shri. Chhatrapati Shivaji Arts College, Asegoan Purna	357	----	----	357
4	Science and Home Science college, Chandur-Bazar	140	----	164	304
5	Late A. V. Gurjar Arts, Commerce & Science College, Shirajgaon Kasba	294	---	----	294
6	Shir. L. C. Kherade Arts College, Karajgoan	327	---	---	327

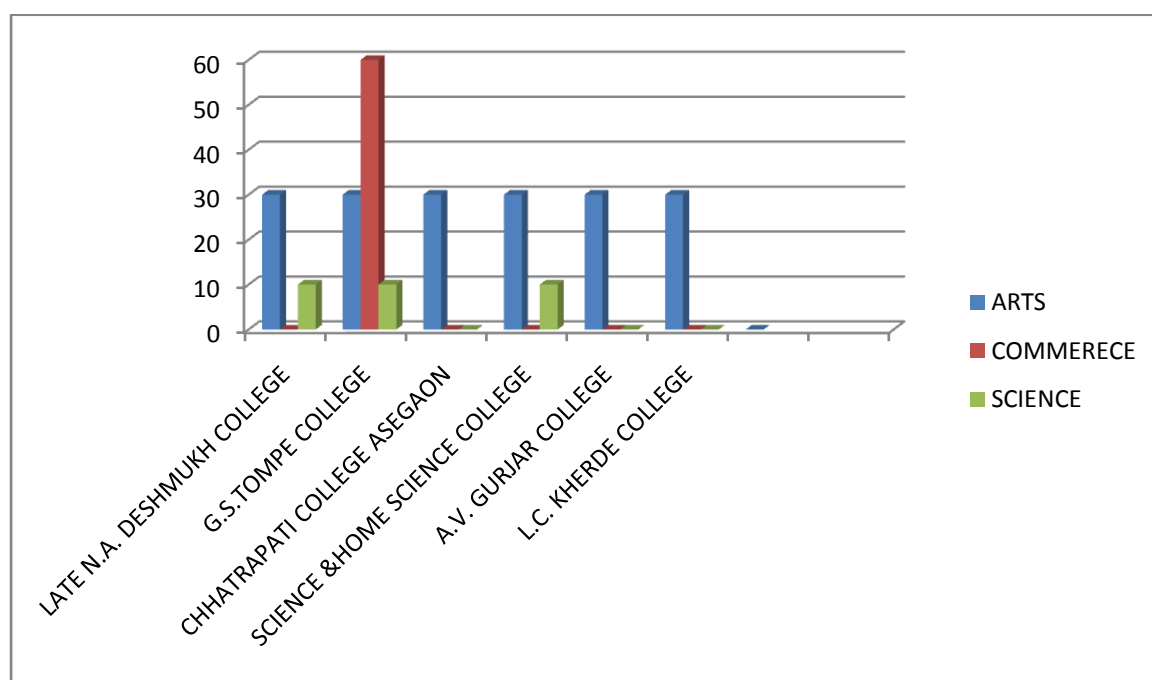
(Source- College record for the session 2016-17)



(Graph-4.5.1- Strength of students in six colleges)

4.5.2 Table showing the stream wise students covered under Minor Research Project:

Sr. No.	Name of College	Arts	Commerce	Science	Total
1	Late N. A. Deshmukh Arts and Commerce College, Chandur-Bazar	30	----	10	40
2	G. S. Tompe Arts, Commerce & Science College, Chandur-Bazar	30	60	10	100
3	Shri. Chhatrapati Shivaji Arts College, Asegoan Purna	30	---	---	30
4	Science and Home Science college, Chandur-Bazar	30	---	10	40
5	Late A. V. Gurjar Arts, Commerce & Science College, Shirajgaon Kasba	30	-----	---	30
6	Shir. L. C. Kherade Arts College, Karajgaon	30	---	---	30
Total		180	60	30	270

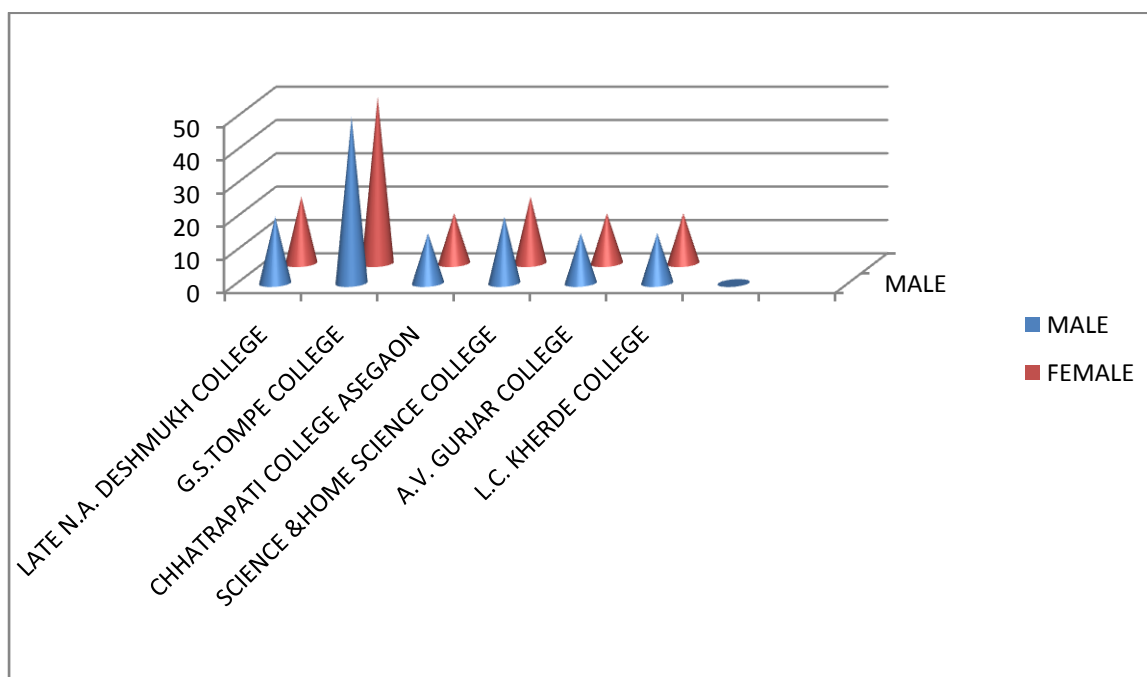


(Graph-4.5.2- students covered under the study)

#### 4.5.3 Table showing the stream wise male female (gender-wise) students covered under Minor

Research Project:

Sr. No.	Name of College	Arts		Commerce		Science		Total
		M	F	M	F	M	F	
1	Late N. A. Deshmukh Arts and Commerce College, Chandur-Bazar	15	15	----	--	05	05	40
2	G. S. Tompe Arts, Commerce & Science College, Chandur-Bazar	15	15	30	30	05	05	100
3	Shri. Chhatrapati Shivaji Arts College, Asegoan Purna	15	15	---	---	---	--	30
4	Science and Home Science college, Chandur-Bazar	15	15	---	---	05	05	40
5	Late A. V. Gurjar Arts, Commerce & Science College, Shirajgaon Kasba	15	15	-----	---	---	---	30
6	Shir. L. C. Kherade Arts College, Karajgaon	15	15	---	---	---	--	30
total		90	90	30	30	15	15	270



(Graph-4.5.3 male female ratio of sample students)

In this chapter of design of study, various tables were used. Tables showing the strength of students, number of students taken as samples, college wise teachers, and interview statements are also included. The researcher hopes the data collected will be helpful to analyze it in proper way so that it will be beneficial to take necessary steps to eradicate the barriers the students are facing. In the next chapter the researcher is going to make the analysis of data and to put findings of the study.

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## **CHAPTER-V**

### **5. 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



## Section -1

### **Analysis of data and findings of Arts Students regarding ‘barriers in comprehension of English language’**

*(Source- Table 4.2.1)*

**Q.1.** Do you like the teaching approach of the teacher?

63% of the respondents have answered as "YES" while barely 35% of the respondents have answered "NO". It means more that 50% students are satisfied with the approach of teachers. 33% students are not satisfied with the approach of English language teacher.

**Q.2** Does your teacher explain the difficult words properly and enables students to understand the meaning better?

71% of students understand the difficult word explained by the teacher while 31% students find it difficult to understand the meaning of difficult words. 31% students felt that their teacher is unable to explain the meaning of difficult words.

**Q.3:** Can you work on computer properly?

30% of students are able to work on computer properly. 70% students have not proper access to computer. It is very grave that in the era of digital economy students still are not handling computer properly. Lack of computer knowledge creates a barrier for learning new things and development of English language.

**Q.4:** Does your college have ‘language lab’ for teaching English?

33% students said that they have language lab in their college. Language lab is there in G.S. Tompe College, Chandur Bazar. All other five colleges have not established Language lab in their colleges.

**Q.5:** Does your teacher use audio-visual aids?

61% students responded yes. It means despite not having language lab, other college teacher use LCD, computer. The teachers use audio visual aids for teaching. But still 38% students from Karasgaon and Shirasgaon kasba are unaware of these learning tools.

**Q.6:** Do you have timely transport facility to attend the college classes?

73% students are enjoying timely transport service. 27% students faced barriers of transport facility. They have to wait for ST bus. They confronted difficulties while going to college. This is one of the barriers students face. This kind of barrier discourages students. It created a barrier in their learning process.

**Q.7:** Does teacher organize various activities to improve your English language skills?

40% of students answered yes. It means though the students are satisfied with the approach of teachers, they felt that their teacher is not adopting activities to improve English language skills. 2% students denied commenting on this issue, but 58% students answered no. Their teacher is not organizing various activities. It can be analysed that teachers are still observing old teaching methods.

**Q.8:** Is your college campus friendly for communication in English?

Only 24% students responded yes. 74% students answered no. It means there is lack of favourable environment on college campus for communication in English. On one side students are not much interested to communicate in English. On the side teacher and college have failed to create an atmosphere for communication in English. Lack of favorable atmosphere for communication in English is a major barrier while comprehension of English language.

**Q.9:** Does you English language teacher communicate with you in English?

28% students have said that their teacher communicate with them in English. It can be analysed that teacher communicate in English with specific students. Other side is that there are

limited students who can understand English properly and want to respond the English communication. It is very serious matter that 72% students responded no. English language teacher should come forward and must try to communicate with all students.

**Q.10:** Can your parent understand English language?

16% students answered yes. 8% students kept mum. 76% students responded no. The analysis is that most of the parents are not aware about English language. Since English is other language, not mother language, parents (common people) can't understand it. But it is not serious matter as much as it is in case of students. But this creates a hurdle in comprehension of English language. If parent understood, he or she could communicate in English and it would help to create a healthy atmosphere for English learning and communication.

**Q.11** Do you feel embarrassed while speaking in English?

75% students frankly accepted that they felt embarrassed while speaking in English. 2% students are neutral. 23% students are there who have confidence to speak in English. When the students get embarrassed, it means they do not have that much confidence. Since 76% students understand the teaching of English teacher (source—question no.17), they can definitely speak. Only the efforts are needed on the part of teachers.

**Q.12** Does your college provide facilities like good furniture, purified drinking water?

61% students are satisfied with the facilities the colleges in the area are providing. 39% students have responded in negative way. They felt the facilities are insufficient. It can be analysed that when some students are not happy with the facilities, they must have found it a barrier in learning process. Facilities are necessary to create friendly atmosphere for comprehension of language skill.

**Q.13.** Does your English language teacher teach you in mother tongue (Marathi)?

47% percent students responded yes. 53% students answered no. it is very grave that nearly half of the students felt that they are being taught in Marathi. But the teacher adopted

translation method of teaching. Since students are satisfied with the approach of their teacher, this method of teaching might have proved useful.

**Q.14.** Are you aware of personal interview?

89% students have the knowledge of personal interview. 11% students are unaware of interview process. The students who showed negativity were belonging to B.A.-I. Since it was their first of degree course, they hadn't knowledge of personal interview.

**Q.15.** Are you aware of group discussion?

68% have information about group discussion activity. 32 students showed ignorance of group discussion. The students who showed negativity were belonging to B.A.-I. Since it was their first of degree course, they hadn't knowledge of group discussion.

**Q.16.** Do your parents encourage you to get able to speak in English?

45% students responded yes. 55% students responded no. This is serious that nearly half of the students are not being encouraged by their parents to get proficiency in English. Since most of the parents are village-dwellers, they are not aware of the importance of English language in larger perspective. The lack of encouragement on the part of parents is one of the psychological barriers in comprehension of English language.

**Q.17.** Do you fail to understand the English language used by teacher while teaching?

22% students frankly accepted that they fail to understand English language used by teacher. 76% students responded that they understood the English language used by teacher. The teacher remained unsuccessful to reach to 22% students who are studying at UG level.

**Q.18.** Is your class over crowded?

89% percent students answered yes. 1% showed neutrality. 10% answered no. It is really very serious that 89% students faced the problem of overcrowded class. Overcrowded class

creates a hurdle in comprehension of English language. This is one of the major barriers students are confronting.

**Q.19.** Are you learning for the sake of passing only?

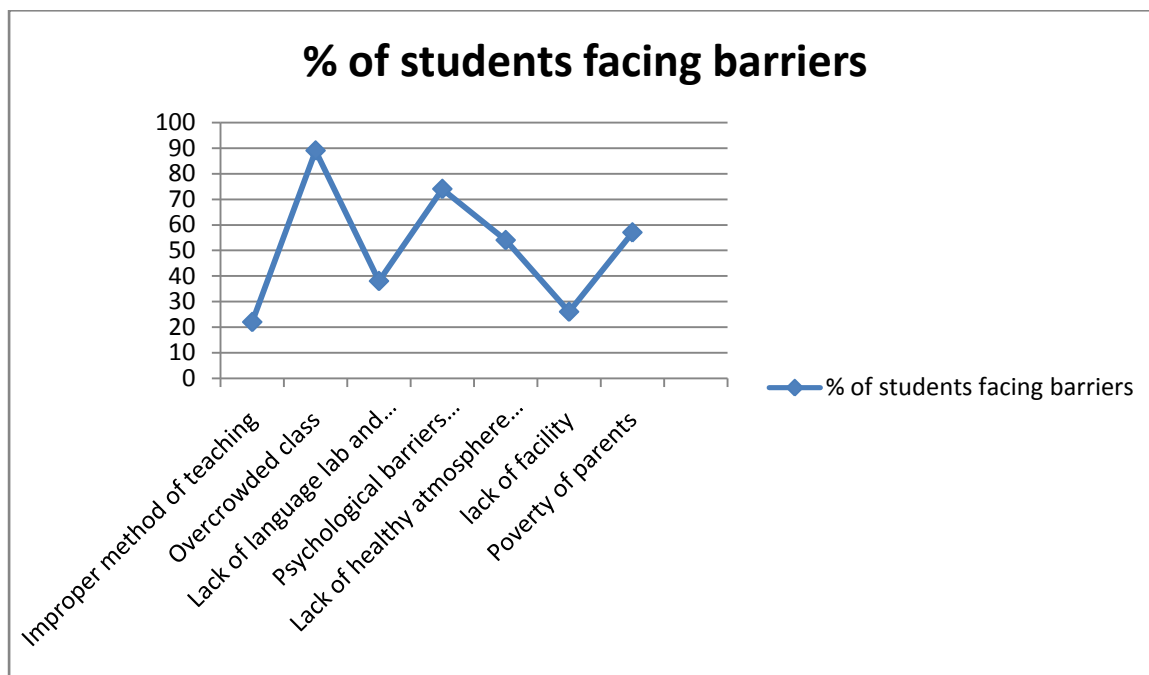
31% students are learning for the sake of passing. 1% is neutral. 68% students wanted something more beyond just passing the subject. It is very good sign that majority of students are aware about the scope English language.

**Q.20.** Is your parents' income sufficient for the expenses of your education?

37% students said yes. 6% students were neutral. 57% students told no. Chandur Bazar area is mostly agrarian one. Citizens' livelihood is either farming or labour. 57% students faced the barrier of poverty. Insufficient income of parent creates difficulty in education. Insufficient income of parents is one of the barriers for students in the process of learning an alien language English.

The table showing the percentage of students from arts stream confronting various barriers in comprehension of English language (Table-5.1):

Sr. No.	Barriers	% of students
1	Improper method of teaching	22%
2	Overcrowded class	89%
3	Lack of language lab and audio-visual aids	38%
4	Psychological barriers (confidence, attitude)	74%
5	Lack of healthy atmosphere at home	54%
6	lack of facility	26%
7	Poverty of parents	57%



(Graph-5.1 Arts stream)

## Section -2

### Analysis of data and findings of Commerce Students regarding 'barriers in comprehension of English language'

(Source- Table 4.2.2)

#### Q.1. Do you like the teaching approach of the teacher?

81% of the respondents have answered as "YES" while barely 19% of the respondents have answered "NO". Majority students are satisfied with the approach of teachers. 19% students are not satisfied with the approach of English language teacher.

#### Q.2 Does your teacher explain the difficult words properly and enables students to understand the meaning better?

78% of students understood the difficult word explained by the teacher while 22% students find it difficult to understand the meaning of difficult words. 22% students felt that their teacher is unable to explain the meaning of difficult words.

**Q.3:** Can you work on computer properly?

56% of students are able to work on computer properly. 37% students have not proper access to computer. It is very grave that in the era of digital economy students still are not handling computer properly.

**Q.4:** Does your college have 'language lab' for teaching English?

100% students said that they have language lab in their college. Commerce stream is available there only in G.S. Tompe College. Language lab is there in G.S. Tompe College, Chandur Bazar. All other five colleges have not established Language lab in their colleges.

**Q.5:** Does your teacher use audio-visual aids?

98% students responded yes. Commerce stream is available there only in G.S. Tompe College. The college teacher use LCD, computer. The teachers use audio visual aids for teaching.

**Q.6:** Do you have timely transport facility to attend the college classes?

81% students are enjoying timely transport service. 09% students faced barriers of transport facility. They have to wait for ST bus. They confronted difficulties while going to college. This is one of the barriers students face. This kind of barrier discourages students. It created a barrier in their learning process.

**Q.7.** Does teacher organize various activities to improve your English language skills?

42% of students answered yes. It means though the students are satisfied with the approach of teachers, they felt that their teacher is not adopting activities to improve English language skills. 58% students answered no. Their teacher is not organizing various activities. It can be analysed that teachers are still observing old teaching methods.

**Q.8.** Is your college campus friendly for communication in English?

Only 23% students responded yes. 71% students answered no. It means there is lack of favourable environment on college campus for communication in English. On one side students are not much interested to communicate in English. On the side teacher and college have failed to create an atmosphere for communication in English. Lack of favorable atmosphere for communication in English is a major barrier while comprehension of English language.

**Q.9:** Does you English language teacher communicate with you in English?

18% students have said that their teacher communicate with them in English. It can be analysed that teacher communicate in English with specific students. Other side is that there are limited students who can understand English properly and want to respond the English communication. Bit it very serious matter that 82% students responded no. English language teacher should come forward and must try to communicate with all students.

**Q.10:** Can your parent understand English language?

30% students answered yes. 70% students responded no. the analysis is that most of the parents are not aware about English language. This creates a hurdle in comprehension of English language. If parent understood, he or she could communicate in English and it would help to create a healthy atmosphere for English learning and communication.

**Q.11** Do you feel embarrassed while speaking in English?

37% students frankly accepted that the felt embarrassed while speaking in English. 63% students are there who have confidence to speak in English. When the students get embarrassed, it means they do not have that much confidence. Teacher should encourage students for making communication in English in classes and on campus.

**Q.12** Does your college provide facilities like good furniture, purified drinking water?



73% students are satisfied with the facilities the colleges in the area are providing. 27% students have responded in negative way. 27% students felt the facilities are not up to the mark. It can be analysed that when some students are not happy with the facilities, they must have found it a barrier in learning process. Facilities must be provided create friendly atmosphere for comprehension of language skill.

**Q.13.** Does your English language teacher teach you in mother tongue (Marathi)?

30% percent students responded yes. 70% students answered no. In commerce stream response from students is appreciating. It is good sign that 70% students from commerce stream is enjoying learning in English.

**Q.14.** Are you aware of personal interview?

100% students have the knowledge of personal interview.

**Q.15.** Are you aware of group discussion?

86% have information about group discussion activity. 14 students showed ignorance of group discussion. The students who showed negativity were belonging to B.Com.-I. Since it was their first of degree course, they hadn't knowledge of group discussion.

**Q.16.** Do our parents encourage you to get able to speak in English?

77% students responded yes. 23% students responded no. 23% parents are not aware of the importance of English language. This lack of encouragement on the part of parents is one of the psychological barriers in comprehension of English language.

**Q.17.** Do you fail to understand the English language used by teacher while teaching?

12% students frankly accepted that they fail to understand English language used by teacher. 88% students responded that they understood the English language used by teacher. The teacher has been successful to reach to 88% students who are studying at UG level in Commerce stream.

**Q.18.** Is your class over crowded?

65% percent students answered yes. 35% answered no. It is serious that 65% students faced the problem of overcrowded class. Overcrowded class creates a hurdle in comprehension of English language. This is one of the major barriers students are confronting.

**Q.19.** Are you learning for the sake of passing only?

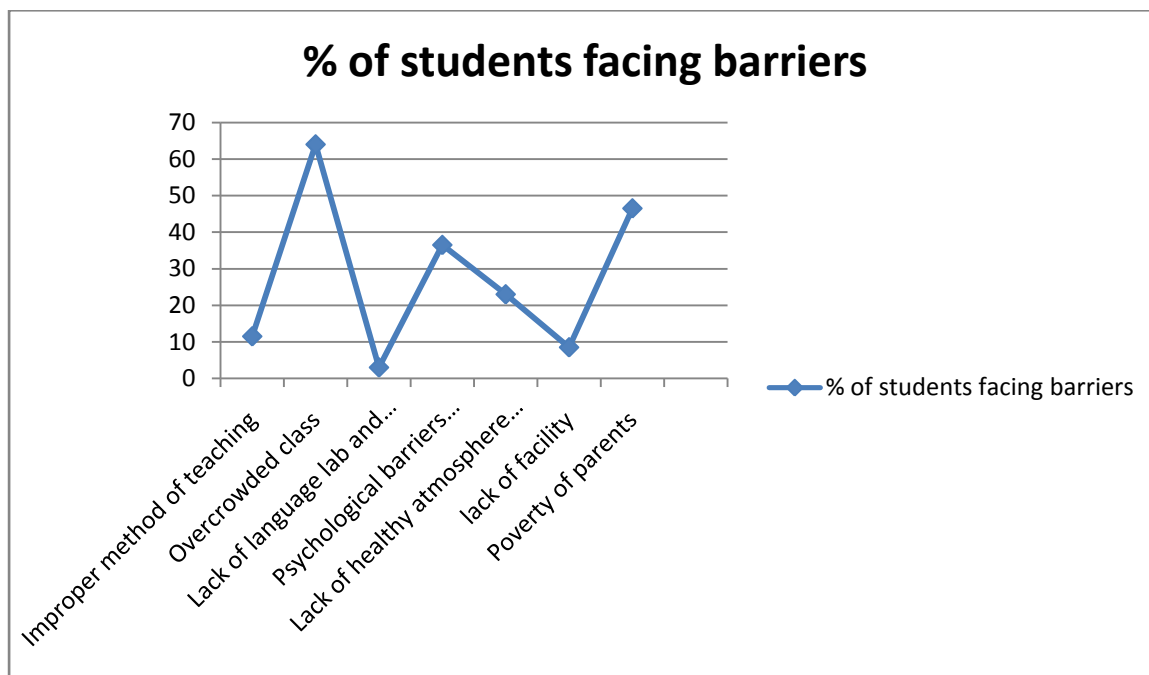
04% students are learning for the sake of passing. 96% students wanted something more beyond just passing the subject. It is very good sign that majority of students are aware about the scope English language. They wanted to use English language on large perspectives.

**Q.20.** Is your parent's income sufficient for the expenses of your education?

53% students said yes. 46% students told no. Insufficient income of parents is one of the barriers for students in the process of learning an alien language English.

The table showing the percentage of students (Commerce Stream) confronting various barriers in comprehension of English language (Table-5.2):

Sr. No.	Barriers	% of students
1	Improper method of teaching	11.50
2	Overcrowded class	64
3	Lack of language lab and audio-visual aids	03
4	Psychological barriers (confidence, attitude)	36.50
5	Lack of healthy atmosphere at home	23
6	lack of facility	8.5
7	Poverty of parents	46.50



(Graph-5.2 Commerce stream)

\*\*\*\*\*

### Section -3

#### Analysis of data and findings of Science Students regarding 'barriers in comprehension of English language'

(Source- Table 4.2.3)

**Q.1.** Do you like the teaching approach of the teacher?

76% of the respondents have answered as "YES" while 24% of the respondents have answered "NO". Majority students are satisfied with the approach of teachers. 24% students are not satisfied with the approach of English language teacher.

**Q.2** Does your teacher explain the difficult words properly and enables students to understand the meaning better?

73% of students understood the difficult word explained by the teacher while 27% students find it difficult to understand the meaning of difficult words. 27% students felt that their teacher is unable to explain the meaning of difficult words.

**Q.3:** Can you work on computer properly?

66% of students are able to work on computer properly. 34% students have not proper access to computer.

**Q.4:** Does your college have 'language lab' for teaching English?

34% students said that they have language lab in their college. Language lab is there in G.S. Tompe College, Chandur Bazar. All other two colleges have not established Language lab in their colleges.

**Q.5:** Does your teacher use audio-visual aids?

66% students responded yes. 34% students responded no. The teachers use audio visual aids for teaching. But still 34% out of total sample students from three colleges, where Science discipline is being run, are out of reach of the facility of audio-visual aids

**Q.6:** Do you have timely transport facility to attend the college classes?

70% students are enjoying timely transport service. 30% students faced barriers of transport facility. They have to wait for ST bus. They confronted difficulties while going to college. It created a barrier in their learning process.

**Q.7:** Does teacher organize various activities to improve your English language skills?

43% of students answered yes. It means though the students are satisfied with the approach of teachers, they felt that their teacher is not adopting activities to improve English language skills. 57% students answered no. Their teacher is not organizing various activities. More than half of science stream students are devoid of innovative activities in English language skills.

**Q.8:** Is your college campus friendly for communication in English?

Only 50% students responded yes. 50% students answered no. It means half of the students felt that the colleges are not providing friendly atmosphere for communication in English. Lack of favorable atmosphere for communication in English is a major barrier for half of the students while comprehension of English language.

**Q.9:** Does your English language teacher communicate with you in English?

37% students have said that their teacher communicate with them in English. It is very serious matter that 63% students responded no. Even in science stream, students are interacted in mother tongue.

**Q.10:** Can your parent understand English language?

37% students answered yes. 63% students responded no. The situation, which was serious with the Arts students, is grave in case of science students also. The parents, whose wards are taking education in science, are unable to understand English. The only positive point is that the number of parents of science students is less than that of Arts students.

**Q.11** Do you feel embarrassed while speaking in English?

33% students frankly accepted that they felt embarrassed while speaking in English. 67% students are there who have confidence to speak in English. In case of science students, they are comparatively more comfortable with English speaking.

**Q.12** Does your college provide facilities like good furniture, purified drinking water?

70% students are satisfied with the facilities the colleges in the area are providing. 30% students have responded no. the facilities are as much necessary as teaching tools. If the college and class are well furnished, students get motivated internally to acquire more and more.

**Q.13.** Does your English language teacher teach you in mother tongue (Marathi)?

70% percent students responded yes. 30% students answered no. It is very shocking that 70% of science stream students told that their teacher taught English in mother tongue.

**Q.14.** Are you aware of personal interview?

100% students have the knowledge of personal interview.

**Q.15.** Are you aware of group discussion?

90% have information about group discussion activity. 10% students showed ignorance of group discussion. 10% students hadn't knowledge of group discussion.

**Q.16.** Do our parents encourage you to get able to speak in English?

87% students responded yes. 13% students responded no. 13% parents are not aware of the importance of English language. Parents of science stream students know the importance of English remarkably as compared to the parents of Commerce and Arts students.

**Q.17.** Do you fail to understand the English language used by teacher while teaching?

10% students frankly accepted that they fail to understand English language used by teacher. 90% students responded that they understood the English language used by teacher. The language used by teacher is understood by students from science stream.

**Q.18.** Is your class over crowded?

77% percent students answered yes. 23% answered no. It is serious that 77% students faced the problem of overcrowded class. Overcrowded class creates a hurdle in comprehension of English language. This is one of the major barriers students are confronting even for science English.

**Q.19.** Are you learning for the sake of passing only?

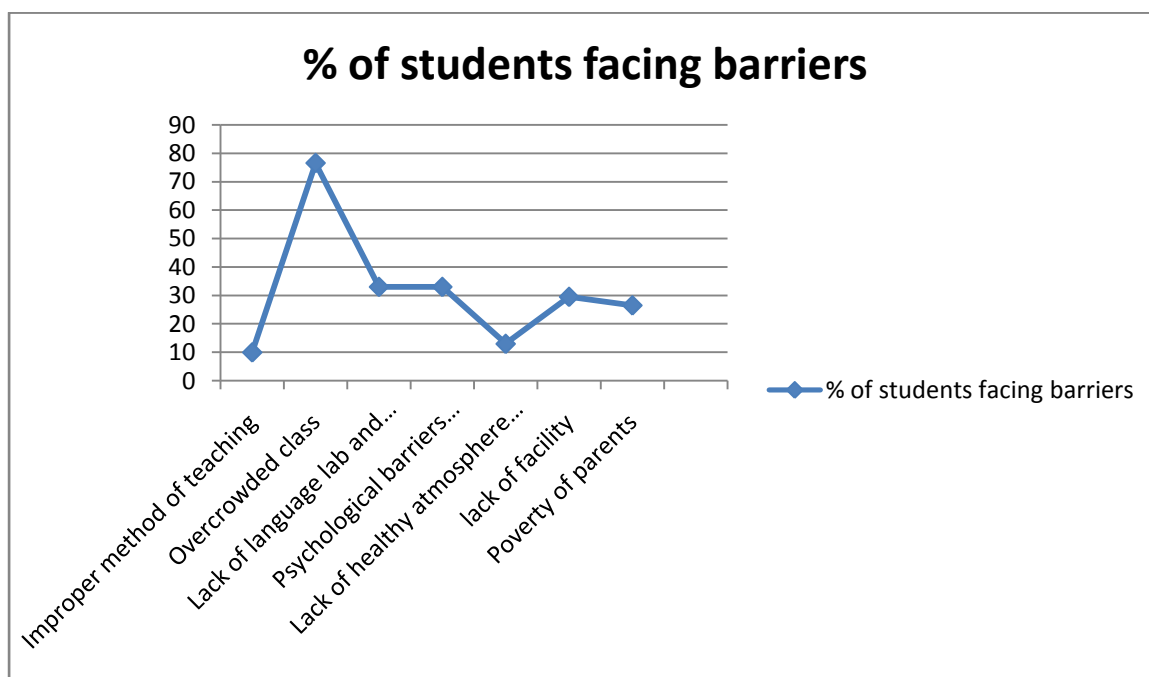
03% students are learning for the sake of passing. 97% students wanted something more beyond just passing the subject. It is very good sign that majority of students are aware about the scope English language.

**Q.20.** Is your parent's income sufficient for the expenses of your education?

73% students said yes. 27% students told no. 27% students faced the barrier of poverty. Insufficient income creates difficulty in education. Insufficient income of parents for 27% students from science stream is one of the barriers for students.

The table showing the percentage of students (Science Stream) confronting various barriers in comprehension of English language (Table-5.3):

Sr. No.	Barriers	% of students
1	Improper method of teaching	10
2	Overcrowded class	76.50
3	Lack of language lab and audio-visual aids	33
4	Psychological barriers (confidence, attitude)	33
5	Lack of healthy atmosphere at home	13
6	lack of facility	29.50
7	Poverty of parents	26.50



(Graph-5.3 Science stream)

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## Section – 4

### **Enlisting the grave concerns expressed by English teachers of the colleges.**

English language teachers showed their concerns regarding the students' understanding and progress of language skills. The researcher has analysed the data collected from teachers pertaining to the topic of study. The data was collected from ten language teachers from six colleges. It was not possible to put every teacher's individual concerns and opinions in this study. So over-all response from all teachers have been analysed.

The following are the grave concerns expressed by English language teachers:

1. How many students are there in your class and how is their approach to English language?

Almost all teachers are happy enough about the strength of students in classes. One thing that came forward from the questionnaires of all teachers that number of students approved by the university is 120 which class room could not accommodate. Hence problem of overcrowded class is for all teachers except B.Com-III, B.A.-III class teachers. They didn't find this difficulty of overcrowded class because of limited students in B.Com-III, B.A.-III classes.

2. Do the students feel embarrassed while speaking in English?

Dr. Mangesh Adgokar of G.S. Tompe College expressed that there are about 35% students who have not confidence to come up with English words. They understood English language but are not ready to speak in English. They get embarrassed. They have an unknown fear in their minds. Dr. Adgokar suggested that there is a need of counseling for such students. Prof. Vinay Vasule of Late N.A. Deshmunh College opined that arts discipline students are shy while speaking as compared to that of Science discipline. Since Chandur Bazar area is a Marathi speaking one, English language is an alien language in the true sense of the word. Prof. Subhash Sirast, Prof. Kiran Dhatrak, Dr. Prashant Sarode, Prof. Pranali Choudhari, Prof. Rohini Lohar have stressed that special training is needed for those students who feel embarrassed while speaking in English.

3. Is the mother tongue influence a major barrier in comprehension of English language?



In response to this question all the teachers opined that mother tongue i.e., Marathi has very much influence. Teachers found that many a times they had to use translation method while teaching lest it was nearly impossible to make students understand content. Conversation at home and conversation on the campus are done in mother tongue. Hence thinking process is obviously in Marathi. It has been found in the opinions of all teachers that direct method was less fruitful. Mother tongue influence is a barrier while understanding English language.

4. Do you conduct teacher-parent meet for the discussion of Student' progress?

Prof. Prashant Sarode responded that his college i.e. G.S. Tompe College organizes teacher – parent meet once a year. The nature of meet is general. The English department or he doesn't organize teacher-parent meet specifically for the review of the progress in proficiency of English language. Prof. Pranali choudhari of Chhatrapati College, Asegaon stated that she also doesn't conduct such meeting especially for English language proficiency review. All other teachers also frankly admitted the same thing. The researcher found through questionnaire that teachers didn't feel the need of such teacher-parent meet. The analysis of the researcher is that not conducting teacher-parent meet for the review of English proficiency of students is creating unfavourable atmosphere for language skills.

5. Do the Authorities encourage you to attend conferences/ seminars /workshops?

In the response of all teachers it has been found that the college principal encouraged all teachers to attend conferences, seminars and different kinds of workshop. The principal permitted all teachers to attend UGC approved refresher courses and orientation courses.

6. What % of those students who want to learn language for better job prospects?

In connection with this question, responses vary from teacher to teacher in terms of statistical data. Overall 65% students are there who wanted to learn English language for better jobs. Teachers have opined that day by day a kind of awareness is growing amongst students about the importance of English.

7. What % of those students who want to learn language for better communication only?

In the response to this query it was stated by most of the teachers that there were very few students who want to learn English for communication only. Teachers commented that just to pass the subject of English is a predominant feeling amongst students. Students are aware of the importance of the language but for the sake of communication only they are not studying. Marathi is a language used in every field. Hence students didn't feel the need of English language as a mode of communication.

8. Do you want any specialized training for becoming a good language trainer?

In connection with this question answer is yes by all teachers. All teachers stressed the need of training. For the appointment as an Assistant Professor (teacher), only NET/ SET is required. No training course is required for the appointment. But in the analysis of response by teacher it was found that a specialized training is needed for the teachers.

9. What suggestions would you make to your college/university/government authorities to create better English Learning atmosphere in your college?

Every teacher put own views on this issue. Prof. Kiran Dhattrak stated that software program must be included in the syllabus of English language of arts and commerce stream. Prof. Pranali Choudhari stressed the need of spoken classes along with theoretical classes. Prof. Vinay Vasule stated the need of Language Laboratory for the better atmosphere. Prof. Shirsat opined that Viva has been proved very fruitful so the present syllabic pattern is comprehensive enough.

10. What % of students is there belonging to less-uneducated family?

In the response of teachers it was found that overall 30 percent students are belonging to less educated family.

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## Section – 5

### Analysis of data with reference to the ‘Gender’ factor

Nearly half of the students are girls in the colleges covered under research project. There are 3383 students studying at UG level in six colleges in the area of Chandur Bazar. Out of them half of the students are female students. Hence the researcher has covered 50 percent girl students for the study of the project. It was found that response to each question by girls student vary from that by male student. The barriers are faced by girls are not much different, but there is a difference of degree of difficulties while learning.

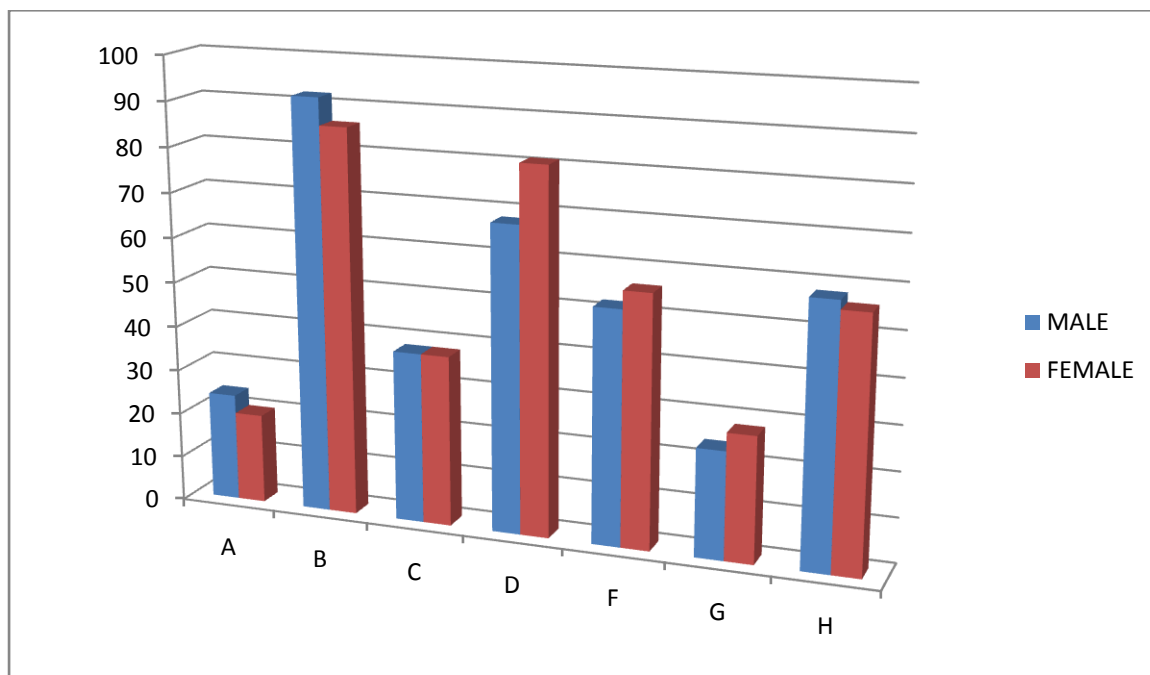
The following table shows the barriers faced by girl students:

The table showing the percentage of girl students from all three disciplines confronting various barriers in comprehension of English language (Table-5.5):

Sr. No.	Barriers	% of female students (Arts)	% of female students (Commerce)	% of female students (Science)
1	Improper method of teaching	22	13	7
2	Overcrowded class	86	63	80
3	Lack of language lab and audio-visual aids	38	---	33
4	Psychological barriers (confidence, attitude)	81	33	40
5	Lack of healthy atmosphere at home	56	20	6
6	lack of facility	28	10	33
7	Poverty of parents	56	43	20

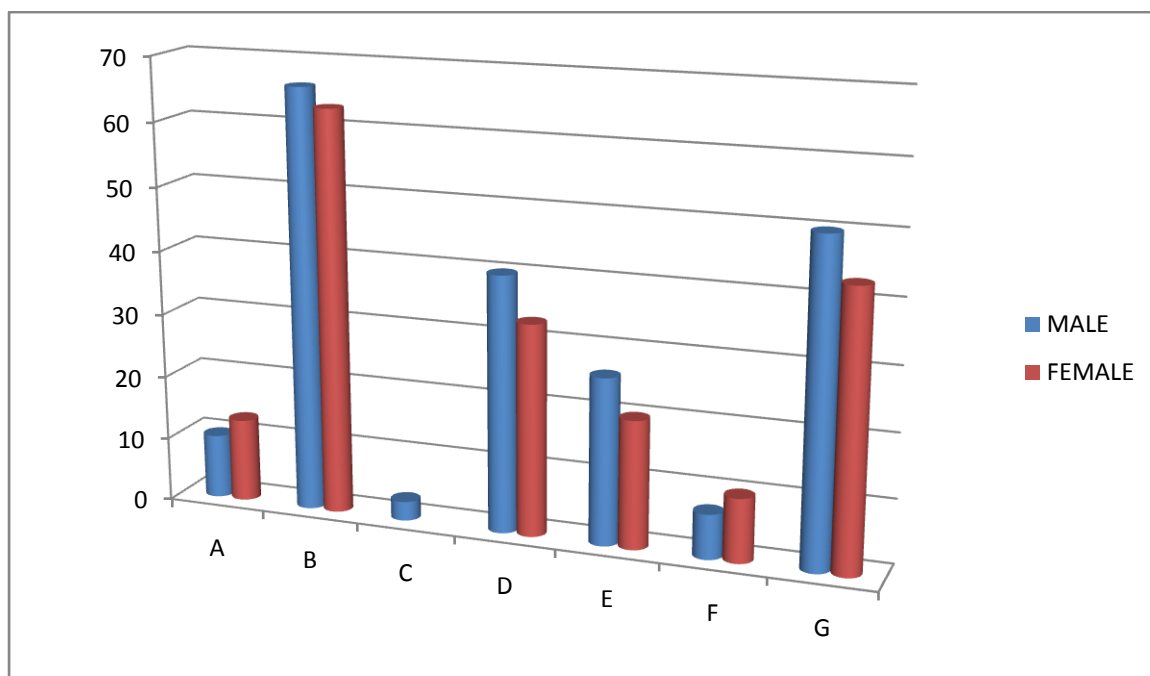
Source - table 4.2.1 (Arts), table 4.2.2(Commerce) and table 4.2.3(Science)

- The following graph is showing the difference of degree about the barriers between male students and female students from arts discipline: (Graph- 5.5.1 Arts)



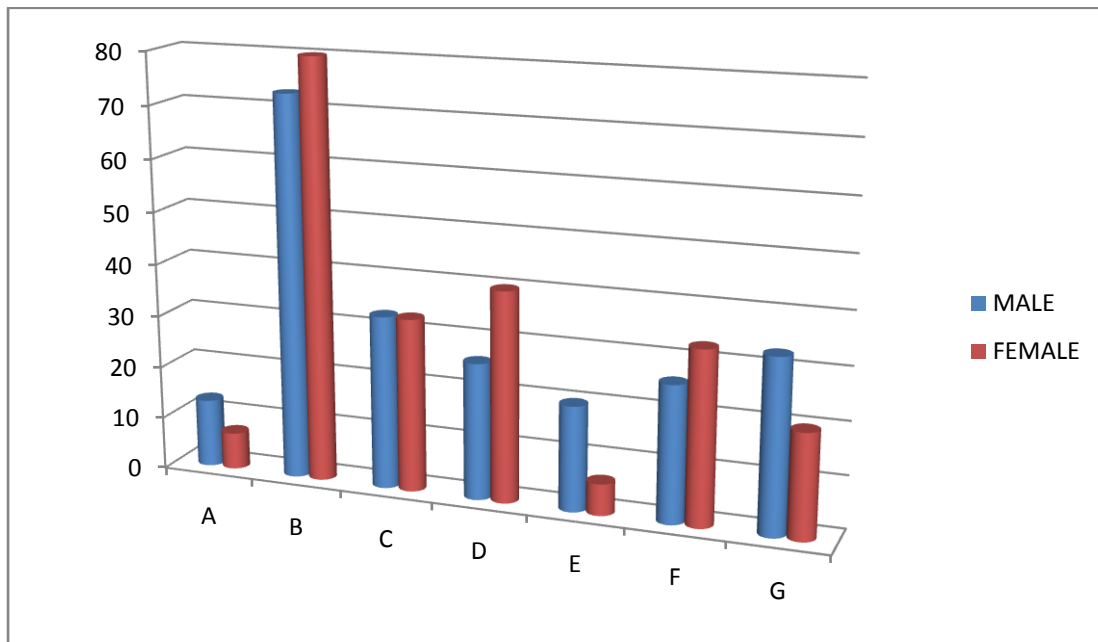
**Source- Table 4.2.1 (Arts),** ( *A* for Improper method of teaching. *B* for Overcrowded Class. *C* for Lack of language lab and audio-visual aids. *D* Psychological barriers (confidence, attitude). *E* for Lack of healthy atmosphere at home. *F* for lack of facility. *G* for Poverty of parents)

- The following graph is showing the difference of degree about the barriers between male students and female students from commerce discipline: (Graph- 5.5.2 Commerce)



**Source- Table 4.2.2 (Commerce),** ( *A* for Improper method of teaching. *B* for Overcrowded Class. *C* for Lack of language lab and audio-visual aids. *D* Psychological barriers (confidence, attitude). *E* for Lack of healthy atmosphere at home. *F* for lack of facility. *G* for Poverty of parents)

- The following graph is showing the difference of degree about the barriers between male students and female students from science discipline: (Graph-5.5.3 Science)



**Source- Table 4.2.3 (Science),** ( A for Improper method of teaching. B for Overcrowded Class. C for Lack of language lab and audio-visual aids. D Psychological barriers (confidence, attitude). E for Lack of healthy atmosphere at home. F for lack of facility. G for Poverty of parents)

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## Section – 6

### Enlisting the barriers for students while learning English language and concerns expressed by the parents

Parent is an important factor in the educational development of child. To seek information about the barriers their wards are facing, parents were interviewed. For data collection from parents the researcher used interview method. It was impossible to reach out to total 3383 parents of students. Likewise, it was also time consuming to reach out to 270 parents of students who were under sampling of the study. Hence the researcher selected twelve parents from different social and demographic backgrounds in the area of Chandur Bazar. Data collected was analysed and findings were put in this section.

The following were the responses from parents and thereof analyses from interviews with parents:

1. What do you know about English language?

The responses from parents were that they were aware of the importance of English language. They knew that English is a language being used everywhere. They also knew that English was taught to their parents at UG level. But individually they couldn't speak in English. Only one parent i.e. Gajanan Jawarkar from Karasgaon could speak in English. It was the result of his education only. He was B.Sc. in Agriculture. Five parents could understand English but their understanding was not up to the mark. Six parents couldn't understand English language spoken.

2. Can your ward speak in English?

Three parents told that their wards could speak in English. One parent was very much aware about the syllabus taught to his ward. Eight parents didn't know about the proficiency of their wards. Probably those eight parents might not have discussed with their wards about the progress of wards in English proficiency.

3. Does your ward learn English to get job?

In response to this question ten parents said yes. Two parents couldn't speak much. Those eight parents knew that English might help to get job. When asked sub question they responded that their wards had told them the importance of English language.

4. Can you provide all possible help to him for better education?

Ten parents enthusiastically told that they provided every kind of help to their wards. Two parents frankly admitted their inability because of their poverty. Chandur Bazar area is mostly agrarian. The citizens living in this area are either farmers or labourers. Some farmers are well established. But majority of farmers and almost all farm labour class are below poverty line.

5. Is there proper transport facility for your ward to go to college?

Three parents had their own bikes. Their sons used their bikes to go to college. Others have State Transport buses from their villages on time. But three parents told that they had to walk some distance to catch buses from nearby Naka (Bus stop). They hadn't bus facility from their village

6. Do you attend teacher-parent meet organized in the college?

7. Only two parents knew about the teacher-parent meet in colleges. But all parents told that they didn't attend teacher-parent meet. Probably college administration might not have reached out to them to inform about meet.

8. Do you feel the English language teacher pay attention to your ward?

Three parents responded positively. Nine parents couldn't speak much on this issue. They might not have visited college to seek information about the progress of their wards.

9. How can you manage the expenses of education of your son/daughter?

They said they earned money through farming. One of the parents was landless. There was no other source. Either they earned through farming or through labour. The parents, researcher met, were from villages. He didn't visit employee-father. Employee-parents mostly reside at taluka places.

10. Are you satisfied with the English communication skills of your ward?

Four of twelve parents were satisfied about the progress of their wards in case of communication skills. Others' response was noncommittal.

11. Can you take review of your ward's English proficiency?

They told that they used to visit to schools up to 10<sup>th</sup> class. After 10<sup>th</sup> standard they didn't care much about the study of their wards. They told they were providing every possible financials aids. They might not felt the need to take the review of their wards' proficiency in English.

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## **Section – 7**

### **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.

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## CHAPTER VI

### CONCLUSION AND SUGGESTIONS

#### 6.1.Conclusion

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 news papers. 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.

## **6.2.Suggestions**

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 previous 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.
- 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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# APPENDICES

## Appendix-I

### Questionnaire for Student

**UGC approved MRP on**  
**“Barriers in Comprehension of English Language: A Study with Reference to the Students at UG**  
**Level in Chandur Bazar Area of Amravati District”**  
(File No.: 23-1408/14(WRO) dated 20/02/2015.)

**Principal Investigator- M.P. Sahare Asstt. Professor Late N.A. Deshmukh College Chandur Bazar**

Name of Student- \_\_\_\_\_ Class- \_\_\_\_\_

Name of College- \_\_\_\_\_

1. Do you like the teaching approach of the teacher? Yes ☐ No ☐
2. Does your teacher explain the difficult words properly and enables students to understand the meaning better? Yes ☐ No ☐
3. Can you work on computer properly? Yes ☐ No ☐
4. Does your college have 'language lab' for teaching English? Yes ☐ No ☐
5. Does your teacher use audio-visual aids? Yes ☐ No ☐
6. Do you have timely transport facility to attend the college classes? Yes ☐ No ☐
7. Does teacher organize various activities to improve your English language skills? Yes ☐ No ☐
8. Is your college campus friendly for communication in English? Yes ☐ No ☐
9. Does your English language teacher communicate with you in English? Yes ☐ No ☐
10. Can your parent understand English language? Yes ☐ No ☐
11. Do you feel embarrassed while speaking in English? Yes ☐ No ☐
12. Does your college provide facilities like good furniture, purified drinking water? Yes ☐ No ☐
13. Does your English language teacher teach you in mother tongue (Marathi)? Yes ☐ No ☐
14. Are you aware of personal interview? Yes ☐ No ☐
15. Are you aware of group discussion? Yes ☐ No ☐
16. Do our parents encourage you to get able to speak in English? Yes ☐ No ☐
17. Do you fail to understand the English language used by teacher while teaching? Yes ☐ No ☐
18. Is your class over crowded? Yes ☐ No ☐
19. Are you learning for the sake of passing only? Yes ☐ No ☐
20. Is your parents' income sufficient for the expenses of your education? Yes ☐ No ☐

Place- \_\_\_\_\_ Date- \_\_\_\_\_

Signature of Student \_\_\_\_\_

Appendix-II  
Questionnaire for Teacher

UGC approved MRP on  
"Barriers in Comprehension of English Language: A Study with Reference to the Students at UG  
Level in Chandur Bazar Area of Amravati District"

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

Principal Investigator- **M.P. Sahare Asstt. Professor Late N.A. Deshmukh College Chandur Bazar**

Name of Teacher- \_\_\_\_\_ Class taught - \_\_\_\_\_

Name of College- \_\_\_\_\_

1. How many students are there in your class and how is their approach to English language?  
\_\_\_\_\_  
\_\_\_\_\_
2. Do the students feel embarrassed while speaking in English?  
\_\_\_\_\_  
\_\_\_\_\_
3. Is the mother tongue influence a major barrier in comprehension of English language?  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you conduct teacher-parent meet for the discussion of Student' progress?  
\_\_\_\_\_
5. Do the Authorities encourage you to attend conferences/ seminars /workshops?  
\_\_\_\_\_
6. What % of those students who want to learn language for better job prospects?  
\_\_\_\_\_
7. What % of those students who want to learn language for better communication only?  
\_\_\_\_\_
8. Do you want any specialized training for becoming a good language trainer?  
\_\_\_\_\_
9. What suggestions would you make to you college/university/government authorities to create better English Learning atmosphere in your college?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What % of students is there belonging to less-uneducated family?  
\_\_\_\_\_

Place-  
Date-

Signature of Teacher



### Appendix-III

#### Statements for Interview with Parents

UGC approved MRP on  
"Barriers in Comprehension of English Language: A Study with Reference to the Students at  
UG Level in Chandur Bazar Area of Amravati District"

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

Principal Investigator- M.P. Sahare Asstt. Professor Late N.A. Deshmukh College Chandur  
Bazar Distt. Amravati

Name of Parent- \_\_\_\_\_ Village - \_\_\_\_\_

1. What do you know about English language?

-----  
-----

2. Can your ward speak in English?

-----

3. Does your ward learn English to get job?

-----

4. Can you provide all possible help to him for better education?

-----

5. Is there proper transport facility for your ward to go to college?

-----

6. Do you attend teacher -parent meet organized in the college?

-----

7. Do you feel the English language teacher pay attention to your ward?

-----

8. How can manage the expenses of education of your son/daughter?

-----

9. Are you satisfied with the English communication skills of your ward?

-----

10. Can you take review of your ward's English proficiency?

-----

Place-  
Date-

Signature of Parent

Signature of Principal Investigator

Appendix-IV  
Project Approval Letter



ज्ञान-विज्ञान विमुक्तये



सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग  
University-Grants Commission  
मानव संसाधन विकास मंत्रालय, भारत सरकार  
Ministry of Human Resource Development, Govt. of India  
पश्चिम विभागीय कार्यालय गणेशखिंड, पुणे- ४११००७  
Western Regional Office, Ganeshkhind, Pune - 411007.

Ph: 020 - 25696896, 25696897  
Fax: 020 - 25691477  
Website- [www.ugc.ac.in](http://www.ugc.ac.in)  
Email: [wrougc@gmail.com](mailto:wrougc@gmail.com)

File No: 23-1408/14(WRO)

THE PRINCIPAL,  
LATE N. A DESHMUKH COLLEGE, , CHANDUR-  
BAZAR, AMRAVATI-444704.

*Subject: Approval for Minor Research Project during XII Plan.*

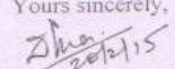
Sir/Madam,

I am directed to convey the approval of the UGC for a Minor Research Project in the subject of English entitled "Barriers in comprehension of english language : a study with reference to the students at UG level in chandur bazar area of amravati district" to be undertaken by **Mr. Sahare M. P** of LATE N. A DESHMUKH COLLEGE, , CHANDUR-BAZAR, AMRAVATI-444704.

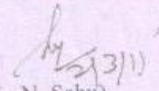
Non-Recurring Grant (For Two years)	Amount (Rs.)	Recurring grant (For Two years)	1st Year Amount	2nd Year Amount
Books & Journals	50000	Contingency	5000	5000
Equipment	25000	Special Need	0	0
		Travel/Field work	10000	10000
		Chemicals & Glassware	0	0
		Others	5000	5000
Total (Rs.)	75000		20000	20000

Total allocation amount for the project: Rs. 115000/-

You may send the Acceptance Certificate as per Annexure-II (Copy enclosed) duly forwarded by the Principal of the College alongwith acceptance of the conditions governing the research project to this office and through email at [wrougc@gmail.com](mailto:wrougc@gmail.com) immediately.

Yours sincerely,  
  
(Dr. Devender Kawday)  
Joint Secretary

- Copy to:
- MR. SAHARE M. P,  
HEAD, DEPT. OF ENGLISH,  
LATE N. A DESHMUKH COLLEGE, ,  
CHANDUR-BAZAR, AMRAVATI- 444704.
  - DIRECTOR (BCUD),  
SANT GADGE BABA AMRAVATI UNIVERSITY,  
AMRAVATI, AMRAVATI- 444602.
  - GUARD FILE.

  
(L. N. Sahu)  
Section Officer



Appendix-V  
Acceptance Certificate

Annexure – II

**UNIVERSITY GRANTS COMMISSION  
WESTERN REGIONAL OFFICE  
GANESHKHIND, PUNE- 411007**

**ACCEPTANCE CERTIFICATE FOR RESEARCH PROJECT**

Name Mr. Manoj Pandurang Sahase


No. F. 23-1408/14 (WRO) dated 20 February, 2015

Title of the Project "Barriers in Comprehension of English Language:  
A Study with Reference to the students at  
U4 Level in Chandur Bazar Area of Amravati District"

1. The research project is not being supported by any other funding agency.
2. The terms and conditions related to the grant are acceptable to the Principal Investigator and College/Institute.
3. At present, I have no research project approved by UGC and the accounts for the previous project, if any have been settled.
4. The College/Institute is fit to receive financial assistance from UGC and is included in the list of Section 2(f) & 12(B) prepared by the UGC. **The College is not self-financing**
- ☒ The Principal Investigator is a retired teacher and eligible to receive honorarium as he/she is neither getting any honorarium from any agency nor is he/she gainfully employed anywhere.
6. (i) His/her date of birth is 18-07-1979  
(ii) Age 36
7. The date of implementation of the project is 10-03-2015
8. The Principal Investigator is a permanent/regular Teacher
- ☒ 9. The Principal Investigator is undertaking the above project after a gap one year from the last UGC Project completed satisfactorily.

M. P. Sahase  
Principal Investigator:- Mr. M. P. Sahase

☒ This is also to certify that the college is self financing and is charging fee as per the State/University norms.



Date: 12-03-15

Principal  
College: *(Signature)*  
Late Narayanrao A. Deshmukh  
Arts & Commerce College  
(Seal)  
Chandur Bazar, Dist. Amravati

Date: 12-03-15

(Please strike out whichever is not applicable)  
(Please enclose a copy of the certificate that the teacher concerned in the subject of Physical Education, Library Science is a teaching faculty)

**ASSESSMENT CERTIFICATE**  
(College Research Committee Report)

This is to certify that Mr. Manoj Pandurang Sahare has undertaken a Minor Research Project. His project work has been assessed by the College Research Committee and found in accordance with the norms of UGC.

Committee Members:

1. **Principal Dr. V.D. Chore** \_\_\_\_\_ (Head)
2. **Dr. P.A. Raut** \_\_\_\_\_ (Member)
3. **Dr. Jayshree Ingole** \_\_\_\_\_ (Member)
4. **Prof. Vinay Vasule** \_\_\_\_\_ (Member)

\*\*\*\*\*